

**THE COVID-19 PANDEMIC'S EFFECTS ON THE LEVEL OF ENGLISH
READING PROFICIENCY OF GRADE SIX LEARNERS: THE NEED FOR A
READING ENHANCEMENT ACTIVITY**

An Undergraduate Thesis Presented to the Faculty
Of the Department of Professional Education
College of Education
Mindanao State University - Iligan Institute of Technology

In Partial Fulfillment of the Requirements for the
Degree Bachelor of Elementary Education
Major in Language Education

JANULGUE, MICHELLE DANE
SAYOMANLAO, FRESHIAN LAINE
TAMBOG, KIMBERLY DIANNE

June 2023

ABSTRACT

This quantitative and qualitative mixed method study assessed the level of English reading proficiency of sixth-grade learners identified in the frustration level by their teachers based on Philippine – Informal Reading Inventory at the Iligan City Central School who were enrolled during the COVID-19 pandemic. Hence, the researchers conducted a four weeks reading enhancement activities to help the learner's difficulty in reading. After the reading enhancement activities provided, results show that there was a significant improvement in their post-test results. The COVID-19 pandemic has caused interruptions to learners' lives and educational experiences. They encountered difficulties in reading. Based on Philippine Informal Reading Inventory (Phil-IRI) reading results they are in the frustration level. The results on their post-test are significant and notable because there is an improvement in the respondents' reading skills, 12 or 92% of the learners advanced to the instructional and independent levels. This indicates that the reading enhancement activities implemented by the researchers improved learners' reading skills, there was a noticeable improvement on their reading abilities. In addition, the researchers concluded that reading enhancement activities should be implemented in order to help those learners in the frustration level in reading to improve their reading skills.

Keywords: Assessment, level of English reading proficiency, covid-19 pandemic, reading enhancement activity

ACKNOWLEDGEMENTS

This thesis would not have been possible without the guidance and assistance of a number of individuals who, in various ways, contributed to the preparation and completion of this study. To the following people who helped in this research study:

First and foremost, our utmost gratitude to Sir Felix Gaviola Jr., our research adviser and mentor, for his professional advice, assistance, and guidance throughout the duration of the study.

To Ms. Alma Cagalawan, the Grade 6 reading coordinator, for her unwavering support and guidance throughout the conduct of our thesis.

To the pupil who participated and shared their time to attend the reading enhancement activities and answered the interview by the researchers.

To the panel members, Ciedelle N. Grageda, Ed.D and Ma. Faye M. Fajardo, MTT for their valuable comments and suggestions to improve the study.

To the parents of the learners, for their financial support, inspiration, and love in maintaining the researchers' motivation to complete this study.

To our dear parents, thank you for all of your encouragement; you have supported us emotionally and financially. Thank you for believing and wanting the best for all of us in our pursuit of our dreams.

To our relatives and friends, for listening, offering us pieces of advice, and supporting us through this entire process.

To our classmates for their moral support. We are all in this together. One team, one goal!

Thank you so much to the Almighty Father for all His blessings and graces, for answering our prayers, and for giving us the strength to persevere despite the obstacles that may arise.

TABLE OF CONTENTS

ABSTRACT	ii
ACKNOWLEDGEMENTS	iii
TABLE OF CONTENTS	iv
LIST OF TABLES	vi
LIST OF APPENDICES	vii
Chapter 1	1
The Problem	1
Introduction	1
Theoretical Framework	4
Bottom-up Model	4
Top-Down Model	6
Review of Related Literature and Studies	7
Foreign Literature and Studies	7
Local Literature and Studies	12
Conceptual Framework	16
Statement of the problem	17
Definition of terms	18
Chapter 2	22
Research Method	22
Research Design	22
Participants	23
Limitations of the Study	23
Sampling Procedure	23
Ethical Consideration	24
Data Collection	24
Instruments	27
Data Analysis	30

Chapter 3	31
Results, Discussions, Conclusion and Recommendations	31
Respondents' Profile.	32
Pre-test results of the respondents' Reading Proficiency	33
The challenges that the learners faced during the COVID-19 pandemic that affect their reading skills	35
Post-test results of the respondents' Reading Proficiency	40
Reading Enhancement Activities administered by the researchers	34
APEERQ Reading Enhancement Activity	46
Conclusions	47
Recommendations	47
REFERENCES	49
APPENDICES	53
CURRICULUM VITAE	93

LIST OF TABLES

Table	Description	PAGES
Table 3.1: Sex of the Respondents		29
Table 3.2 Respondents' Reading Profile Based on Phil-IRI Results		30
Table 3.3 The challenges respondents encountered during the COVID-19 pandemic that impacted their reading skills.		31
Table 3.4 Respondents' Pre-test Assessment Results		32
Table 3.5 Respondents' Results in the Philippine Informal Reading Inventory (Phil-IRI) Pre-test with the Corresponding Reading Level		33
Table 3.6 Week 1 Passages the Respondents Read during One-on-One Reading Aloud Activity		34
Table 3.7 Week 1 Results of the One-on-One Reading Aloud Activity		35
Table 3.8 Week 2 Passages the Respondents Read during One-on-One Reading Aloud Activity		35
Table 3.9 Week 2 Result on One-on-One Reading Aloud Activity		36
Table 3.10 Week 3 Passages the Respondents' Read during Group Reading Activity		37
Table 3.11 Week 3 Results of the Group Reading Activity		38
Table 3.12 Week 4 Passages the Respondents Read during Silent Reading Activity		38
Table 3.13 Week 4 Results of the on Silent Reading Activity		39
Table 3.14 Respondents' Post-test Assessment Results		40
Table 3.15 Results of the Philippine Informal Reading Inventory (Phil-IRI) Post-test with the Respondents' Corresponding Reading Level		41
Table 3.16 Level of Reading Proficiency in Respondents' Pre- and Post-Test Results		42

LIST OF APPENDICES

	PAGES
Appendix A. Informed Parent Consent Documents	51
Appendix B. Assent Form Document	54
Appendix C. Letter of Request to Department of Education, Iligan City Division	55
Appendix D. Letter to the Principal of Iligan City Central School	57
Appendix E. Grade Six Learners Group Screening Test (GST) Record under the frustration level	58
Appendix F. Sample Interview Guide	59
Appendix G. Sample Passages with Questions from Phil-iri Manual	60
Appendix H. Key Answers of the Passages	83
Appendix I. Documentation during the Conduct of the Study	85

CHAPTER 1

THE PROBLEM

Introduction

The outbreak of Coronavirus Disease (COVID-19) caused the transition of classes from face-to-face to modular learning and online learning (e-learning). Many countries have partially or completely closed schools, rearranged learning groups, and required learners and teachers to stay home from school for various lengths of time to prevent the spread of COVID-19 (cf., Woessmann et al., 2020; Meinck et al., 2022). In the United States of America, a statewide shutdown starting March 19, 2020, closed 8,909 schools for the year, affecting 5,360,849 Minnesota learners, according to an Education Week (2020) map. At their peak, the closures affected 55.1 million learners in 124,000 U.S. public and private schools. Most states ordered or advised school closures through the 2019-20 school year.

Schools were shut down, and classes were either conducted online or just by giving learning materials to the learners. The traditional teacher-and-learners' physical interaction was out. Self-learning was in.

Truly, amid the COVID-19 pandemic, education continued using alternatives, but this sudden transition had been proven to affect the learners' learning. With these school closures, learners are experiencing what UNICEF terms "learning loss." The blended learning that the Department of Education is implementing is insufficient to meet our learners' learning needs. Learning motivation is consistently deteriorating; skills development has been superficially delivered, and, most unfortunate of all, the reading abilities of our learners are at risk of continuous decline (Labastida, 2021).

Sierra Paraan, of Save the Children Philippines' Basic Education Advisor, also believes that the disruption in education caused by the COVID-19 outbreak may exacerbate the plight of children who are already unable to read and write. She underlined the need to encourage learners to continue their education even when they are at home. While their children and teens are in quarantine, parents and guardians can have fun and engage in meaningful activities that enhance literacy skills and strengthen relationships with them, Paraan added. (Save the Children Philippines, n.d.)

However, even before the COVID-19 pandemic, results of the Programme for International Student Assessment (PISA) by the Organization for Economic Cooperation and Development (OECD) showed that Filipino learners fared worst among 79 countries in reading comprehension and second-lowest in both mathematical and scientific literacy. In an interview on the ABS-CBN News Channel, Briones said, "That is a wake-up call for us." "We have to look at ourselves in relation to the global system of education" (Galvez, 2020).

In the study conducted by Galman, et. al (2021), they used mixed-method research study to examined the reading profiles of learners in English and Filipino, as well as their challenges, difficulties, and lessons. It also looked at the schools' agendas and initiatives for enhancing reading programs to overcome these challenges and difficulties, as well as the support and commitment of stakeholders. The responses from the interviews with school administrators and instructors, as well as the reading profiles of 4056 Filipino and 4216 English children in grades 1 through 7, were described using descriptive measures and subjected to thematic analysis. The majority of the students, according to the results, were under the frustration level. The absence of a reading culture, the presence of learners-at-risk, and non-mastery of the reading elements were other perceived causes,

origins, and attendant variables of the students' reading level. The suggested reading programs and activities may be used as reading literacy initiatives in schools and as a component of contextualized reading curriculum. These programs are divided into three categories: individual reading recovery programs, enrichment/enhancement programs, and literacy programs.

Moreover, Jawili-Decena, PhD (2021) conducted a study employing a mixed-method of research to know the reading difficulties of the learners from kindergarten to senior high school. The researcher utilized an online survey questionnaire in gathering data supported by unstructured interview with the teachers. Ninety-two (92 teachers participated and it was found out that the reading difficulties of the learners when it comes to oral reading are the following: poor pronunciation, slow rate in reading, word-by-word reading, repetition, omission, insertion, reversal, and substitution. In the comprehension, almost all of the participants agreed that inadequate understanding is a problem along with inadequate vocabulary knowledge. The researcher concluded that based on the findings, comprehension is a problem for learners. The researcher recommends that teachers provide a lot of exercises suited to the capacity of the learners which could help them overcome these difficulties in reading especially their problem with comprehension.

Due to this alarming result and the pandemic's major impact on the teaching and learning process, the researchers conducted a study to determine whether or not the English reading proficiency of grade school learners in the Philippines has been significantly impacted or has remained constant. As a result, the researchers evaluated the learners' English reading proficiency during the COVID-19 outbreak and proposed an intervention program to help the learners improve their reading proficiency.

Theoretical Framework

This study was anchored on the theories of the bottom-up model of reading and the top-down model of reading. The two theories were discussed in the context of the reading on the following pages.

Bottom-up Model

Gough (1972) proposes a phonics-based or bottom-up model of the reading process, which depicts reading processing as sequential, from letter to sound, to words, to meaning. A bottom-up reading model is a reading model that emphasizes the written or printed text. According to this model, reading is driven by a process that culminates in meaning (or, in other words, reading is driven by the text), and reading moves from part to whole.

According to Gough's terminology, the reading system acts as follows from a bottom-up perspective: First, the graphemic information enters the visual system and, at the first level, is changed from a letter character to a sound, or from a graphemic representation to a phonemic representation. At level two, the phonemic representation is turned into a word. The meaning units or words are subsequently transferred to the third level, where they are integrated into the knowledge system. Input is thus changed from low-level sensory information to meaning by a succession of gradually higher-level encodings, with a flow of information that is totally bottom-up, with no higher-level processing influencing any lower-level processing. This method is also known as data-driven.

Bottom-up theories of the reading process consider reading to be primarily a translating, decoding, or encoding process. The reader begins by focusing on the letters or larger units, and when he does so, he begins to predict the words they spell. When the

words are recognized, they are decoded into inner speech, from which the reader receives meaning in the same manner as when listening. In this process, it is claimed that reading comprehension is an automatic result of accurate word recognition. These models' adherents contend that reading is fundamentally the transformation of graphic symbols into an approximation of spoken language. These models are influenced by behaviorist psychology and, as a result, structural linguistics, making them most suitable for novice readers.

This theory involves a step-by-step technique for teaching the reading skills necessary for a pupil to become literate. During early childhood education, this method combines clear and direct instruction using a building-block approach and the five components of reading. The term "bottom-up" accurately describes how this reading process operates. Early literacy is primarily concerned with the development of the foundational abilities required for reading proficiency. In bottom-up reading activities, kids learn to read from the bottom (foundation) up, using principles such as phonics and phonemic awareness. This means that children are initially instructed in the fundamentals in order to establish a solid foundation, and are then taught vocabulary, fluency, and comprehension. The reading process involves five fundamental components. Learners must understand the following ideas in order to improve their reading skills effectively: phonics, phonemic awareness, vocabulary, fluency, and comprehension. Due to its sequential method, the bottom-up theory is widely applied across the globe. It acknowledges that reading is a developmental process that is best learned from the bottom up, increasing in complexity as a student's reading and comprehension skills increase.

Top-Down Model

A top-down reading model is a reading strategy that emphasizes what the reader adds to the text; it asserts that reading is meaning-driven and moves from the whole to the parts. It is often referred to as the concept-driven model. In top-down models of reading, the cognitive and linguistic abilities of the reader play a crucial role in the production of meaning from printed contents. The majority of these models (Goodman, 1967; Smith, 1971) are founded on psycholinguistic theory, that is, the theory in which mind and language interact. Goodman (1967) defines reading as a process involving the selection of available linguistic cues from perceptual information based on the reader's predictions. As the reader processes the material, tentative conclusions regarding meaning are confirmed, rejected, or modified. In top-down models, graphic information is solely employed to support or refute theories regarding meaning.

According to these models, meaning, in this case comprehension, is achieved by employing only the minimum amount of information from the visual, syntactic, and semantic cue systems. Other indicators depend on the reader's linguistic proficiency. In contrast to reading as translation models, or bottom-up models, theorists of top-down models argued that proficient readers travel directly from print to meaning without first reading to voice (Harris & Sipay, 1984). These models, which are influenced by psycholinguists, are mostly ideal for readers with advanced or higher reading skills.

According to Goodman and Smith (1967; 1971), efficient reading does not result from the accurate awareness and identification of each word's component parts, but rather from the ability to select the fewest, most productive cues. They suggest that readers have a preconceived notion of what could be significant in the text based on their prior experiences and language understanding. In their view, readers are not limited to a single source of information—the letters in front of them—but have access to two additional

essential types of information at the same time: semantic cues (meaning) and syntactic clues (grammatical or sentence sense). Consequently, what readers bring to the text independently in terms of their past knowledge of the topic and their mastery of the language aids them in anticipating the next words. The reader samples the print, assigns a preliminary hypothesis about the upcoming word's identification, then uses the word's meaning to corroborate the hypothesis. Readers resample the text and build a new hypothesis about whether meaning is constructed. Therefore, only a brief examination of the marks on the page is required to authenticate the word's identity. In this paradigm, it is obvious that information flows from the top down, so that the identification of words is dependent on their meaning first. Consequently, the higher-level processes inherent in prior experiences and the reader's knowledge of the language pattern interact with and guide the flow of information, much as listeners may anticipate the next words of speakers. This viewpoint characterizes reading as a "psycholinguistic guessing game" (Goodman, 1967).

Review of Related Literature and Studies

This section provides an overview of literature and studies about the research and its implications. It was divided into two sections: foreign and local literature and studies.

Foreign Literature and Studies

Ellen (2019) investigated reading proficiency as the essential skill required for academic success, especially after the third grade. Learners are expected to be readers at the end of third grade, so reading instruction time is diminished or eliminated in favor of other disciplines. Also, the best way to describe reading proficiency is to see it in relation to the other two standards. An example was mentioned; learners at the basic level of

reading skills can locate information, make simple inferences, and identify details. Likewise, learners with proficient reading skills can also locate information, make simple inferences, and identify details. However, in addition, they can integrate and interpret texts and apply their understanding of the texts to draw conclusions and make evaluations. Finally, advanced readers can do all of this in addition to making complex inferences, constructing and supporting their understanding, and making and supporting a judgment (Ellen, 2019).

According to Silva and Fronseca (2021), the reading fluency performance of public and private-school fifth-grade learners differs in their ability to read fluently. A total of 44 elementary-school fifth-grade learners of both sexes, aged 10 to 11 years, participated in the study and were divided into Group I (GI, with 25 public-school learners) and Group II (GII, with 19 private-school learners). They were assessed on their reading fluency performance. The analysis of performance used the number of accurate words per minute, the number of incorrect words per minute, the total reading time, and the reading speed. For inter- and intragroup comparisons, statistical tests with a significance level of 0.05 were used. The results indicate that there was a substantial difference in the overall reading time required to read the texts in GI and in the reading speed required to read the texts in GII. When the groups were compared, all factors showed a substantial difference, with the GII group performing better. The reading fluency performance of fifth-graders in public and private schools was characterized. Private-school pupils performed better than public-school learners (Silva and Fonseca, 2021).

From the study of Capellini & Martins (2019), she states that reading comprehension and oral reading fluency are highly related. The study included a total of

97 learners, who were divided into three groups: Group I (G1) is composed of 32 third graders; Group II (G2) is composed of 28 fourth graders; and Group III (G3) is composed of 37 fifth graders. The learners' pauses, auditory senses, speed reading, the number of words they were able to read, and how well they understood the text were all recorded. As a result, learners in groups I and II demonstrated a relationship between reading comprehension and the number of words correctly read per minute, whereas learners in group II showed none. The groups I and III revealed a non-significant relationship between the number of pauses and reading comprehension. Although the data indicated that oral reading rate is connected to reading comprehension, the frequency of pauses revealed no significant difference in reading comprehension across the majority of grade levels tested (Capellini & Martins, 2019).

As education has been severely disrupted by the COVID-19 outbreak, evidence about the results' effect on learners is crucial. Domingue et al. (2021) investigated the influence of COVID-19 on children's ORF in over 100 US school districts using data from oral reading fluency (ORF) assessments. Learners' ORF growth dropped dramatically following the start of the COVID-19 epidemic in spring 2020. In the fall of 2020, learners' reading gains were stronger and comparable to pre-pandemic levels. On the other hand, fall gains were insufficient to compensate for spring losses; children's ORF in the second and third grades is around 30% below expectations. Children in lower-achieving schools are slipping further behind, and the report found that 10% of learners were not examined this fall. While ORF development was greater in the fall than in the spring, steps must be taken to make up for cumulative learning losses and to aid learners who are slipping behind (Domingue et al., 2021).

As per the UN Educational, Scientific, and Cultural Organization's (UNESCO) research, one year into COVID: Prioritizing education recovery to avert a generational tragedy, even prior to the pandemic, the percentage of children deficient in basic reading abilities was declining. By 2020, the number of children suffering from reading challenges will have increased to 584 million, up from 460 million in 2010. The increase of more than 20% wiped out two decades of educational achievements, according to the government (UNESCO, 2021).

Furthermore, new data released by the Policy Analysis for California Education indicates that oral reading fluency for pupils in the early grades is expected to be roughly 30% lower than in typical years as a result of the COVID-19 epidemic, and learners from low-achieving schools may fall even further behind (PACE). Heather J. Hough, executive director of PACE and one of the research brief's lead authors, stated: "This new research demonstrates unequivocally and alarmingly that there has been a loss of learning in the development of critical reading skills among young kids." "And the losses may be bigger than we think, especially for kids who go to low-performing schools, which raises a lot of questions about educational equity" (PACE, 2021).

Many people, however, believe that school cancellations during the COVID-19 outbreak impacted children's achievement and self-determination motivation. Learners who have limited access to digital media and little experience managing learning activities independently, such as first and second graders, are particularly vulnerable to the rapid shift to distant learning. Thomas (2021) used a quasi-experiment with 206 primary school children to examine variations in reading comprehension and self-determined reading motivation among pupils in grades one and two during or after the epidemic. There were no differences in reading comprehension or motivation between the

groups, which contradicts the common belief that a pandemic-driven shift to distance learning would have a negative effect on young people's achievement and self-determination, as many people thought (Thomas, 2021).

According to the School Barometer, many students engaged in formal learning less frequently during the first school closure in March 2020 than they did during their usual on-site attendance (Huber and Helm, 2020; König et al., 2020). This would imply that pupils read less and learned to read less. Therefore, the lapse in individualization might have had an impact on the growth of their reading comprehension. The kids who had to go to school during the lockdown because their families couldn't spend time with them learning during the day, however, undoubtedly experienced a better learning environment with more individualized instruction than their in-person pre-pandemic schooling. Generally speaking, research indicates that, despite many parents' best efforts to support their children's learning, the quality of reading teaching for first and second graders dropped during distance learning (Flynn et al., 2021). On the achievement-related results of primary pupils during COVID-19, further information is required.

In addition to these significant time reductions in the classroom, the pandemic's decreased effectiveness of education may have a severe impact on children's reading development. Lack of knowledge with the technological tools required for digital instruction and learning during ERE may have impaired reading instruction (Reimers and Schleicher, 2020; Roman et al., 2022). Even before the COVID-19 pandemic, Germany had been aware of this issue (e.g., Lorenz et al., 2021). When reading is done (in part) remotely, there are less severe curricular frameworks and readily accessible activities, instructions, and materials for reading teachers than there are for other disciplines (Maldonado and De Witte, 2020).

There is currently no conclusive proof of how COVID-19 limits affected reading achievement gaps among primary school children. It's probable that different student subgroups were affected differently by the COVID-19-related restrictions, which increased educational inequality. In general, it can be anticipated that the achievement gaps associated with pupils' socio-cultural capital, immigrant backgrounds, and gender will still exist during the COVID-19 epidemic. In fact, they may be more obvious than before the pandemic because school-based support was challenging during complete or partial school closures and children's education was more heavily dependent on families (e.g., Huber and Helm, 2020).

Jiang et al. (2019) noted the effects of language-focused classroom instruction on learners' proximal language skills and reading comprehension skills. The study involved 938 learners from 160 classes across four US regions, each randomly allocated to one of two experimental conditions or a control condition. As the language-focused intervention was small, the two experimental conditions collapsed. They were given throughout the school year to assess vocabulary, comprehension monitoring, and narrative and expository text comprehension. As for the result, all three grades had substantial effects on reading comprehension via vocabulary mediation; no other indirect pathways were significant. This study then concluded that language-focused instruction can improve learners' performance in ways closely related to language measures, with strong indirect impacts on reading comprehension assessments. Theoretically, this study supports the language basis of reading comprehension (Jiang et al., 2019).

Local Literature and Studies

In the last survey of the Programme for International Pupil Assessment (PISA) in 2018, the Philippines ranked last in reading comprehension among 79 other countries.

This frightening outcome prompted the Department of Education to improve its non-reading program. While it may appear that non-readers should be prioritized, learners who can read (decode) but not comprehend should also be considered. Few to no programs are provided for learners who can read but cannot comprehend. Cruz (2021) created a school-based reading assessment manager that tracks student progress and recommends books to help them improve their reading skills. Cruz (2021) used Type 1 Developmental Research Design to manage and analyze the system's analysis, design, development, and evaluation. Of the 12 learners, 5 are language arts teachers, 3 are coordinators, and 2 are software engineers. The newly created Reading Assessment Manager (RAM) outperformed 90–95 percent of industry solutions when using the SUS. It also received an above-average user satisfaction rating on the Post-Study System Usability Questionnaire (PSSUQ). It was also shown that the Language Arts teachers and coordinators preferred the RAM-based automated reading test administration over the manual reading test administration (paired sample t-test) (Cruz, 2021).

Sierra Paraan, of Save the Children Philippines' Basic Education Advisor, believes that the disruption in education caused by the COVID-19 outbreak may exacerbate the plight of children already unable to read and write. She underlined the need to encourage learners to continue their education even when they are at home. While their children and teens are in quarantine, parents and guardians can have fun and engage in meaningful activities that enhance literacy skills and strengthen relationships with them, Paraan added. Save the Children Philippines established the Literacy Boost campaign in 2013, with the goal of fostering a love for reading and boosting literacy scores so that all children can read by the third grade. The approach includes assessments of children's reading abilities, teacher upskilling, and community mobilization to engage parents and volunteers in child care. The initiative was piloted in the Metro Manila and South Central

Mindanao program areas of Save the Children Philippines. In collaboration with various Department of Education units, Save the Children Philippines implemented the Literacy Boost in Metro Manila and South Central Mindanao. The study discovered a 66% increase in children's interest in reading, an increase in children's reading skills, and a 40% increase in children's enjoyment of reading (Save the Children Philippines, n.d.).

According to Rosalina (2019), reading is a combination of affective and cognitive domains to enhance learning, and the same level of importance should be set to the two aspects: cognitive and affective.

Moreover, in the study conducted by Cabardo (2015), he determined the reading proficiency level of year 1–3 learners in Hagonoy National High School and Aplaya Extension High School as the basis for a reading intervention program for the school year 2014–2015 using a descriptive survey research design. Cabardo 2015 uses Philippine-Informal Reading Inventory (PHIL-IRI) materials in assessing the level of reading proficiency of years 1–3 learners. The data were statistically analyzed using frequency, mean, standard deviation, a t-test for the paired sample, and an analysis of variance. All hypothetical questions were analyzed and interpreted at a 5% level of significance. The results revealed that the majority of the learners belonged to the frustration level of reading proficiency in silent reading and to the instructional level for oral reading, in which the majority of the males are less proficient in reading compared to the females in both silent reading and oral reading. There is no significant difference in the level of reading proficiency of learners when analyzed according to their grade levels and gender. However, a significant difference in the level of reading proficiency of learners in silent and oral reading was found (Cabardo, 2015).

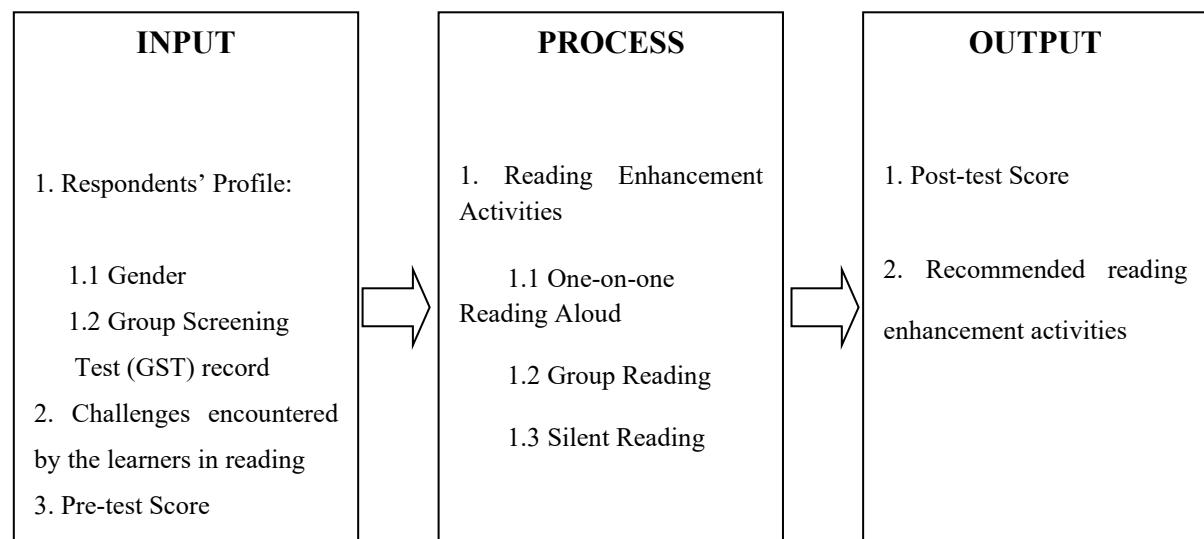
Lucero and Vargas (2021) conducted research to determine the influence of specific instruction on the reading comprehension of grade 1 learners. The study assessed 45 learners using five different methods of explicit instruction. This contains an introduction, modeling, guided practice, group practice, and independent practice to help learners improve their reading comprehension. The study was conducted at Catalanacan Elementary School in the Division of the Science City of Munoz. The results indicated through the experimental design that the participants' pretest performance level was below standard. On the other hand, their performance was within an acceptable range. This means that there is a big difference in the mean score of the learners who took the pre- and post-tests after they were taught using explicit instruction (Lucero and Vargas, 2021).

Additionally, Luciano, San Pedro, and Roguel (2020), investigated the performance of 1,697 Grade II learners from 19 schools in San Miguel North District, Bulacan, on the Philippine Informal Reading Inventory (Phil-IRI) test after a set of intervention activities. The t-test for correlated samples was used to compare the pre-test and post-test outcomes to measure the effectiveness of the preparation tactics. Their preparation of Grade II learners for the Philippine Informal Reading Inventory (Phil-IRI) post test was evaluated. In silent reading speed, word recognition, and comprehension, learners were classified as frustrated, instructional, or independent. Slow readers improved from 23.60 to 45.98 percent in quiet reading, whereas quick readers improved from 19.46 to 37.35 percent. However, the average group only went from 34.56 to 41.2 percent. However, the difference between the slow and quick groups was not statistically significant. Word recognition and comprehension levels followed suit. There was a statistically significant difference between the pre- and post-test outcomes for the instructional group. The various learning activities improved learners' reading and

comprehension skills, but the most effective intervention technique remains unknown. It was suggested that the tactics be evaluated systematically and that the learners' reading progress be assessed uniformly. A performance target must also be set, and teachers who achieve it must be rewarded (Luciano, San Pedro, and Roguel 2020).

Conceptual Framework

This section presents the process that the researchers followed in conducting the study.



This study was about the assessment of the level of English reading proficiency of sixth grade learners during the COVID-19 pandemic. As seen in the figure, the box on the left side which is the input showed the learners profile such as, gender and group screening test record or result during COVID-19-Pandemic, the challenges they encountered in reading and their pre-test score on "Summer Fun" using the Philippine Informal Reading Inventory (Phil-IRI) materials. The box at the center which was the process contained how the reading enhancement activities were conducted following the Philippine Informal Reading Inventory (Phil-IRI) procedures using one-on-one reading aloud, group reading, and silent reading. The next box on the right side showed the outputs which are the post-test scores using the Philippine Informal Reading Inventory

(Phil-IRI) test materials and the recommended enhancement activities. The arrows connecting the input, process, and output indicated a one-way process on how the research was conducted.

Statement of the Problem

This study aimed to assess the level of English reading proficiency of Grade 6 learners in City Central School during the COVID-19 pandemic. Specifically, this study sought to answer the following questions:

1. What is the level of English reading proficiency of Grade 6 learners (S.Y. 2022–2023) after the pre-test for the learners enrolled during the COVID-19 pandemic?
2. What are the pre-test scores of the learners in reading using Philippine Informal Reading Inventory (Phil-IRI)?
3. What are the challenges encountered by the learners in reading during the COVID-19 pandemic?
4. What is the level of English reading proficiency of Grade 6 learners after the post-test was conducted?
5. What reading enhancement activities are done by the researchers to improve the reading proficiency of the learners?
6. Is there a notable result of the respondents' pre-test assessment after the conduct of enhancement activities by the researchers?
7. What possible reading enhancement activities can be designed to improve the reading proficiency of the learners?

Definition of Terms

For better understanding of this research paper, the following terms are defined conceptually and operationally.

Assessment. This refers to the evaluation or estimation of the nature, quality, or ability of someone or something. As used in this study, this refers to the evaluation of the reading proficiency of the Grade 6 learners using some reading techniques in the reading enhancement activity conducted by the researchers based on Philippine Informal Reading Inventory (Phil-IRI).

Bottom-up Model. This depicts reading processing as sequential, from letter to sound, to words, to meaning. In this study, this refers to the theory used by the researchers as guide during the conduct of the reading enhancement activities.

COVID19 Pandemic. This refers to an ongoing global pandemic of coronavirus disease 2019 (COVID-19), caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV2). In this study, it refers to the period of time when there was a COVID-19 pandemic and the schools were forced to close. However, education continues and students used the modular mode of learning.

Frustration Reading Level. This refers to the level at which readers find reading materials so difficult that they cannot successfully respond to them (Flippo, 2014). As used in this study, it means the reading proficiency of the learners that scored 89% and below in word reading and 58% and below in comprehension test.

Grade School Learners. This refers to a student who attends an elementary school. It refers to the Grade 6 learners chosen by the advisers to be one of the researchers'

respondents of this study because they were in the Frustration level based on the Philippine Informal Reading Inventory (Phil-IRI) result.

Group Reading. This refers to a teaching technique that involves a teacher working with a group of children who read at similar levels. In this study, this refers to the enhancement activity used by the researchers wherein all learners will read aloud a passage altogether and will answer the comprehension questions based on Philippine Informal Reading Inventory (Phil-IRI).

Independent Reading Level. This refers to the level at which readers function on their own with almost perfect oral reading and excellent comprehension (Flippo, 2014). In this study, it refers to the level of reading proficiency of the learners that scored 97-100% in word reading and 80-100% in comprehension test.

Instructional Reading Level This refers to the level at which readers profit the most from teacher-directed instruction in reading (Flippo, 2014). In this study, this refers to the level of reading proficiency of the learners that scored 90-96% in word reading and 59-79% in comprehension test.

Mispronunciation. This refers to the wrong sound used when saying a word. As used in this study, this refers to the miscues the researchers used as a guide to learners' miscues while reading.

One-on-one Reading Aloud. According to Wright (2015), “read alouds are sessions during which a teacher, parent, or other proficient reader reads aloud from a book or other text to one or more students. In this study, it refers to the enhancement activity used by the researchers wherein all learners were asked to read aloud a passage one by one and

will answer the comprehension questions based on Philippine Informal Reading Inventory (Phil-IRI).

Philippine Informal Reading Inventory. This means an informal reading inventory which consists of a set of contextualized graded passages administered to individual learners in order to determine their reading performance and thus help teachers tailor instruction to fit their needs and abilities. In this study, the researchers used this as a guide to assess learners' level of reading proficiency in the conduct of this study.

Reading Proficiency. This entails two things: (1) decoding skills that enable children to read a text; and (2) meaning-making or comprehension skills that enable children to understand, engage with, and get involved with a piece of text. In this study, the researchers used this as basis to assess the learners' level of reading proficiency.

Repetition. This means the act of repeating something that has already been said, done, or written. In this study, it refers to when a learner when he/she repeats a word again and again while reading. For example, in the passage entitled Summer Fun, “Let’s have *some some* fun this summer”.

Reversal. This means the act of changing to an opposite direction, position, or course of action. In this study, it refers to a learner when he/she reverse the first and the last letter of a given word. For example, in the passage entitled Pam’s Cat, It can *pan*. It can sit. It should be “It can nap. It can sit”.

Self-correction. This means the process of something self-repairing or correcting itself when things go wrong without outside help. In this study, it refers to a learner when he/she correct their mispronounced words. For example, in the passage entitled Summer Fun, “Let’s have some *fon... fun* this summer”.

Silent Reading. This means reading done silently, or without speaking the words being read. In this study, this refers to the enhancement activity used by the researchers wherein all the respondents were asked to read silently the passage one by one.

Substitution. This means the action of replacing something with another thing. In this study, it refers to when the learners substitute a word when they cannot read the word in a passage. For example, in the passage entitled Pam's Cat, "The cat fell *on* the bed". it should be "The cat fell off the bed!"

Top-down Model. This is a system design approach where the design starts from the system as a whole. The complete system is then divided into smaller sub-applications with more details. Each part again goes through the top-down approach till the complete system is designed with all the minute details. In this study, this refers to the theory used by the researchers as guide during the conduct of the reading enhancement activities.

Transposition. This means the act of changing in form or nature. In this study, it is when the learners combined two words into one word. For example, in the passage entitled Summer Fun, "That's so much fun!". It should be "That is so much fun!".

CHAPTER 2

RESEARCH METHOD

This chapter presents the research design, participants, sampling procedure, ethical considerations, data collection, instruments, and statistical tools that the researchers used in conducting this study.

Research Design

This study used a mixed method of qualitative and quantitative research to find out the level of English reading proficiency of Grade 6 learners of Iligan City Central School during the COVID-19 pandemic.

In this study, qualitative method was used particularly the interview to determine the challenges that the respondents faced during the COVID-19 pandemic which affected their reading skills. Some questions were asked and a cell phone was used to record the answers of the learners.

Quantitative method involves the process of objectively collecting and analyzing numerical data to describe, predict, or control variables of interest. In this study, the researchers used quantitative method in solving and interpreting the results of the level of reading proficiency of the learners. Moreover, Philippine Informal Reading Inventory (PHIL-IRI) manual was used as a guide to assess the level of English reading proficiency of the Grade 6 learners.

Participants

Based on the conducted Philippine Informal Reading Inventory (Phil-IRI) group screening test in Iligan City Central School there were Grade 6 learners under the Frustration level hence, they were chosen to participate in the study conducted. However, only 13 participated during the research because most of the learners withdraw and some were not able to complete the assessment and enhancement conducted by the researchers.

Limitations of the Study

This study focuses on determining the level of English reading proficiency of grade school learners during the COVID-19 pandemic. The respondents of the study were the sixth-grade learners who belonged to the Frustration level based on the result in Philippine Informal Reading Inventory (Phil-IRI). There were fifty (50) learners in the frustration level but only 13 were interested and willing to participate maybe because their parents did not allow them to extend until 5:00 pm at school.

Sampling Procedure

This study utilized non-probability sampling, specifically purposive sampling. The target respondents of this study were sixth-graders at Iligan City Central School S.Y. (2022-2023) who belonged to the Frustration level based on the results of the Philippine Informal Reading Inventory (Phil-IRI) conducted in their school. They were chosen as respondents because they need help in their reading proficiency and they are in their last grade in elementary level which means there should be an improvement in their reading ability.

Ethical Consideration

The respondents of this study were minors and they were the sixth grade learners of Iligan City Central School. Hence, the researchers attached the assent and consent form in the questionnaire to obtain approval from the participants and their parents. Moreover, to protect the rights of research participants, enhance research validity, and maintain scientific integrity, the researchers considered both informed consent and confidentiality a primary concern. The participants and their parents were informed about the purpose, benefits and risks behind the study before they agreed to participate. Confidentiality secures the information of the participants and keeps it from everyone else. The researchers anonymized personally identifiable data so that no one else could link it to other data. Since it was still pandemic at that time, the researchers followed the protocols in conducting the Philippine Informal Reading Inventory (Phil-IRI) assessment.

Data Collection

The researchers used the data provided by the advisers taken from the learners Group Screening Test (GST) results based on the Philippine Informal Reading Inventory (Phil-IRI) assessment in Iligan City Central School. The learners were identified to be in the Frustration level which means that the learners find reading materials so difficult that they cannot successfully respond to them.

Utilizing the Philippine Informal Reading Inventory (PHIL-IRI), the researchers first determined the English reading proficiency of the Grade 6 learners at Iligan City Central School (S.Y. 2022–2023). The researchers requested a copy of the learners' results in their Philippine Informal Reading Inventory (PHIL-IRI) from the reading coordinator. There were a total of 55 learners who belonged in the Frustration level which

means the learners find reading materials difficult that they cannot successfully respond to them. Among the 55 learners, only 13 learners responded to participate in this study.

Following the procedure in conducting the Philippine Informal Reading Inventory (Phil-IRI) assessment, the researchers conducted a pre-test assessment using a passage at the Third grade level entitled, Summer Fun. The results showed that 11 or 85% of the respondents were in the Frustration level. This means that the learners find reading materials difficult that they cannot successfully respond to them.

This led the researchers to provide reading enhancement activities, such as one-on-one reading aloud, group reading and silent reading activity, to improve the respondents' English reading proficiency. The researchers conducted the reading enhancement activity in Iligan City Central School every after class at exactly 4:00-5:00 pm.

Table 2.1

Week 1 passages

Reading Level	Passage Title
Grade 2 Level	Pam's Cat
Grade 3 Level	Summer Fun
Grade 4 Level	Get Up Jacky
Grade 5 Level	The Cow and the Carabao

Table 2.1 shows the passages the learners read on the first week of the Reading Enhancement Activity. The learners who can only read grade 2 passages were asked to

read a passage entitled "*Pam's Cat*". The learners who can only read grade 3 read a passage, entitled "*Summer Fun*". The learners who can read grade 4 passages read a passage entitled "*Get up Jacky*" and the learners who can read grade 5 passages read a passage entitled "*The Cow and the Carabao*."

Table 2.2

Week 2 passages

Reading Level	Passage Title
Grade 2 Level	A Hot Day
Grade 3 Level	A Rainy Day
Grade 4 Level	Waiting for the Peddler
Grade 5 Level	Pedrito's Snack

Table 2.2 shows the passages the learners read on the first week of the Reading Enhancement Activity. The respondents, who can only read grade 2 passages, were asked to read a passage entitled "*A Hot Day*." The respondents, who could only read grade 3 passages, were instructed to read a passage titled "*A Rainy Day*." The respondent, who can only read grade 4 passages, was given a passage entitled "*Waiting for the Peddler*." The respondent, who can only read grade 5 passages, was given a passage entitled "*Pedrito's Snack*."

Table 2.3*Week 3 passages*

Reading Level	Passage Title
Grade 2 Level	Al's Bag
Grade 3 Level	Ben's Store
Grade 4 Level	Anansi's Web
Grade 5 Level	The Snail with the Biggest House

Table 2.3 shows the passages the learners read on the first week of the Reading Enhancement Activity. The respondents, who can only read grade 2 passages, were asked to read a passage entitled "*Al's Bag*." The respondents, who could only read grade 3 passages, were asked to read a passage entitled "*Ben's Store*." The respondent who could only read grade 4 passages was given a passage entitled "*Anansi's Web*," and the respondent who could only read grade 5 passages was given a passage entitled "*The Snail with the Biggest House*."

Table 2.4*Week 4 passages*

Reading Level	Passage Title
Grade 2 Level	Nat takes a Nap
Grade 3 Level	Waiting for Her Sister
Grade 4 Level	Wake Up!
Grade 5 Level	The Great Runner

Table 2.4 shows the passages the learners read on the first week of the Reading Enhancement Activity. The respondents were asked to read a passage according to the grade-level passages that they could only read. The respondents, who can only read grade 2 passages, were asked to read a passage entitled "*Nat Takes a Nap.*" The respondents who could only read grade 3 passages were asked to read a passage entitled "*Waiting for Her Sister.*" The respondent who could only read grade 4 passages was given a passage entitled "*Wake Up!*" and the respondent who could only read grade 5 passages was given a passage entitled "*The Great Runner.*"

Instruments

The researchers conducted an interview to find out the challenges that the learners encountered during the COVID-19 pandemic that affected their reading performance. To assess the level of reading proficiency of the learners, the researchers used the Philippine Informal Reading Inventory (PHIL-IRI) materials with the guidance of the reading coordinator at Iligan City Central School. The Philippine Informal Reading Inventory (Phil-IRI) refers to the revised assessment tool composed of a set of graded passages administered to the whole class and to individual learners designed to determine a student's reading level. The Philippine Informal Reading Inventory (Phil-IRI) Group Screening Test (GST) can tell teachers whether learners are reading at, above, or below their grade levels. The individually administered Philippine Informal Reading Inventory (Phil-IRI) Graded Passages can be used to assess learners' oral reading, silent reading comprehension, and/or listening comprehension (Llego, 2018).

The learners will be categorized into three different levels, the learners who scored 97-100% in word reading and 80-100% in comprehension test in the given passage are under the independent level, the learners who scored 90-96% in word reading and 59-

79% in comprehension test in the given passage are under the dependent level, and the learners who scored 89% and below in word reading and 58% and below in comprehension test in the given passage are under the frustration level.

Steps for the Administration of the Philippine Informal Reading Inventory (Phil-IRI):

Step 1: Based on the result of the group screening test administered by the advisers, the researchers determined the starting point of graded passages the sixth grade learners could read following the steps in the Philippine Informal Reading Inventory (Phil-IRI) Manual. The learners were asked to read a passage entitled "Summer Fun".

Step 2: The researchers computed the respondents' scores in word reading and comprehension in the passage entitled "Summer Fun" to identify the respondents' reading level. The researchers used the formula given in the Philippine Informal Reading Inventory (Phil-IRI) Manual.

Step 3: The silent reading test was then administered by the researchers. In the silent reading test, the respondents were given passages based on their reading level using the graded passages in the Philippine Informal Reading Inventory (Phil-IRI) Manual.

The level of oral reading, reading speed and reading comprehension of the learners will be computed using the formula below:

$$\text{Oral Reading Score} = \frac{\text{no. of words} - \text{no. of miscues}}{\text{no. of words in the passage}} \times 100$$

$$\text{Reading Speed} = \frac{\text{no. of words read}}{\text{reading time in seconds}} \times 60$$

$$\text{Reading Comprehension} = \frac{\text{no. of correct answer}}{\text{number of total items}} \times 100$$

The following is the interpretation for the level of oral reading and reading comprehension:

Phil-IRI Oral Reading Profile

Oral Reading Level	Word Reading Level (%)	Comprehension Score (%)
<i>Independent</i>	97-100%	80-100%
<i>Instructional</i>	90-96%	59-79%
<i>Frustration</i>	89% and below	58% and below

The Phil-IRI Reading Profile shows the word reading level and the comprehension score of the students.

Scale of the Philippine Informal Reading Inventory (Phil-IRI)

Word Reading	Reading Comprehension	Reading Profile per Passage
Independent	Independent	Independent
Independent	Instructional	Instructional
Instructional	Independent	Instructional
Instructional	Frustration	Frustration
Frustration	Instructional	Frustration
Frustration	Frustration	Frustration

The above table is the scale of the Philippine Informal Reading Inventory (Phil-IRI) that was utilized by the researchers. This was used to determine the learners' oral reading ability, reading speed, and reading comprehension for each passage provided. The scale above is taken from the Philippine Informal Reading Inventory (Phil-IRI) manual.

Data Analysis

This study used the descriptive statistics such as the frequency and percentage distribution to compute, analyze, and interpret the results of the level of English reading proficiency of the grade 6 learners in a tabular format. The researchers used the formula below to solve the frequency and percentage distribution:

$$\text{Percentage distribution} = \frac{f}{n} \times 100$$

The percentage is equal to the frequency in the category divided by the total number of participants multiplied by 100 percent. Calculating the percentage for this study involves dividing the frequency by the total sample size. Then, multiply by 100 percent (%).

CHAPTER 3

RESULTS, DISCUSSIONS, CONCLUSION, AND RECOMMENDATIONS

This chapter visualized the results, discussions, conclusions, and recommendations of the data gathered by the researchers.

The following sections are included in the results and discussions:

1. Respondents' Profile
2. What is the level of English reading proficiency of Grade 6 learners (S.Y. 2022–2023) after the pre-test for the learners enrolled during the COVID-19 pandemic?
3. What is the pre-test scores of the learners in reading using Philippine Informal Reading Inventory (Phil-IRI)?
4. What are the challenges encountered by the learners in reading during the COVID-19 pandemic?
5. What is the level of English reading proficiency of Grade 6 learners after the post-test was conducted?
6. What reading enhancement activities are done by the researchers to improve the reading proficiency of the learners?
7. Is there a notable result of the respondents' pre-test assessment after the conduct of enhancement activities by the researchers?
8. What possible reading enhancement activities can be designed to improve the reading proficiency of the learners?

Part 1. Respondents' Profile.

Table 3.1

Sex of the Respondents

	Frequency	Percentage
Male	9	69%
Female	4	31%
Total	13	100%

Table 3.1 shows the sex of the respondents. As shown in the table, 9 or 69% of the respondents were male while only 4 or 31% of the respondents were female.

Table 3.2

Respondents Reading Profile in the Frustration Level

Description on the difficulties of the respondents' reading skills	Frequency	Percentage
Cannot read the exact sound of the beginning letter of the word	0	0%
Cannot read even syllable	0	0%
Can read syllable only	3	23 %
Slow	10	77%
Moderate reader without comprehension	0	0%
Total	13	100%

Table 3.2 shows the respondents' reading profiles in the Frustration level based on Philippine Informal Reading Inventory (Phil-IRI) test results. Most learners, (10) or 77% of them were slow readers, while only a few (3) or 23% of the respondents could only

read syllables. This means that the learners find reading materials so difficult that they cannot successfully respond to them.

The data also revealed that the sudden transition from face-to-face classes to blended learning affect the learner's level of reading proficiency. According to Labastida 2021, the blended learning that the Department of Education is implementing is insufficient for supplementing our learners' learning needs. Learning motivation is consistently deteriorating; skills development has been superficially delivered, and, most unfortunate of all, the reading abilities of our learners are at risk of continuous decline (Labastida, 2021).

Part 2. Pre-test Results of the Respondents Reading Proficiency

In order to determine the respondents' starting point on finding out the learners reading proficiency, the researchers conducted a reading assessment using the Philippine Informal Reading Inventory (Phil-IRI). Taking into account the learners' results in group screening test conducted by their own teachers, all thirteen (13) respondents were instructed by the researchers to read aloud a passage that was three (3) grade levels below their current level. The grade 3 passage that the respondents had read was entitled "Summer Fun". Awareness of the respondent's reading level helped the researchers identify materials that were suitable to enhance the learner's reading skills.

Table 3.3

Pre-test Assessment Result using the passage “Summer Fun”

Reading Proficiency Level of the Respondents in their Phil-IRI Pre-Test	Frequency	Percentage
Frustration Level	11	85%
Instructional Level	2	15%
Independent Level	0	0%
Total	13	100%

Table 3.3 shows the respondents' reading proficiency in their Philippine Informal Reading (Phil-IRI) Pre-test conducted by the researchers. It reveals that eleven (11) or 85% of the thirteen (13) respondents fell in the Frustration level, while two (2) or 15% were in the Instructional level. This means that most or 85% of the respondents finds the grade 3 reading materials so difficult that they cannot successfully respond to them.

The results in the pre-test showed that the COVID-19 pandemic had affected the learners' reading abilities and skills. There is reason to assume that the COVID-19 pandemic had a differential effect on learners. Even within a given education system, certain groups of learners might have been affected more severely than others (Frey, E. et. Al., 2022).

Table 3.4

Results in the Philippine Informal Reading Inventory (Phil-IRI) Pre-test with the Respondents' Corresponding Reading Level

Reading Proficiency	Grade 2		Grade 3		Grade 4		Grade 5		Total
Level	f	%	f	%	f	%	f	%	
Frustration	6	46%	5	38%	1	8%	1	8%	100%
Instructional	0	0%	0	0%	0	0%	0	0%	0%
Independent	0	0%	0	0%	0	0%	0	0%	0%

Table 3.4 shows the respondents' grade-level reading proficiency. Six (6) respondents, or 46%, can read passages in Grade 2 level; five (5) respondents, or 38%, can read passages at Grade 3 level; only one (1) respondent, or 8%, can read passages at a Grade 4 level, and only one (1) respondent, or 8%, can read passages at a Grade 5 level. This means that the respondents find the grade 3 reading materials so difficult that they cannot successfully respond to them.

Determining their grade-level reading proficiency enables the researchers to find out appropriate learning materials to use that will increase learners' reading proficiency through enhancement reading activities. According to Wise 2009, reading is critical because a great deal of formal education depends upon being able to read with understanding. Reading difficulties will inevitably create educational difficulties, which in turn, are a major source of economic and social disadvantages". He also acknowledged that reading is the foundation of every student's success, regardless of grade level.

Part 3. The challenges that the learners faced during the COVID-19 pandemic that affect their reading skills

Table 3.5

The challenges that the respondents encountered during the COVID-19 pandemic that impacted their reading skills

Challenges encountered by the respondents in reading during COVID19-Pandemic	Frequency	Percentage
1. Parents' availability to facilitate their reading activities	5	38%
2. Many household chores to do	9	69%
3. Helping their parents in their job as an assistant	3	23%
4. Limited reading materials at home	8	62%

Based on interview, table 3.5 shows the respondents' challenges encountered during COVID-19 pandemic. Majority or 69% of respondents had no more time to read because they helped their parents in the household chores. Eight (8) or 62% of the respondents had limited reading materials at home. Five (5) or 38% of respondents' parents weren't available to facilitate them in their reading activities, and the remaining three (3) or 23% of the respondents were assisting their parents in work as carpenter.

This explains the respondents' difficulty in improving their reading skills during the pandemic in 2019. According to Day et al. (2021), the COVID-19 pandemic caused the learners to experience stress, which had a negative impact on their academic achievement.

Part 4. Post-test results of the respondents' reading Proficiency Level

Table 3.6

Post-test Assessment Result

Reading Proficiency Level of the Respondents in their Phil-IRI Post-Test	Frequency	Percentage
Frustration Level	1	8%
Instructional Level	5	38%
Independent Level	7	54%
Total	13	100%

Table 3.6 shows the respondents' post-test result in reading proficiency based on the Philippine Informal Reading Inventory (Phil-IRI). Seven (7) or 54% of the learners advanced to the Independent level, five (5) or 38% of the respondents were in the Instructional level, and one (1) or 8% of the respondent remained in the Frustration level.

The data clearly explain that there was a notable improvement in the respondents' reading proficiency which means that the respondents function on their own with almost perfect oral reading and excellent comprehension. Kamps et al. (2008) suggested that intervention resulted in significant improvements for participating learners. The results indicated that most of them were able to read at a significant level than their performance before, which means they have improved their reading skills. According to Weikert 2018, successful reading intervention weaves differentiated instruction strategies, cultural awareness, and meaningful expectations into effective reading intervention experiences. Reading Intervention strategies within classrooms are not all research based or consistent between teacher groups. Teachers strive to personalize learning and differentiate

instruction, based on the needs of the student. Instructional strategies may comprise of within context strategies, such as summarization, explicit detail recall, worksheet questions, discussion questions, graphic organizers, and students reading aloud with peers (Weikert 2018).

Table 3.7

Results of the Philippine Informal Reading Inventory (Phil-IRI) Post-test with the Respondents' Corresponding Reading Level

Reading Proficiency Level	Grade 2		Grade 3		Grade 4		Grade 5	
	f	%	f	%	f	%	f	%
Frustration	0	0%	0	0%	0	0%	1	100%
Instructional	3	50%	1	20%	1	100%	0	0%
Independent	3	50%	4	80%	0	0%	0	0%
Total	6	100%	5	100%	1	100%	1	100%

Table 3.7 shows the frequency and percentage distribution of the respondents' post-test results in reading proficiency and their corresponding reading level based on the Informal Reading Inventory (Phil-IRI) post-test. Three (3) or 50% were in the Instructional level, and three (3) or 50% advanced to the Independent level. Four (4), or 80%, of the five (5) Grade 3 respondents advanced to the Independent level, while one (1) or 20 % advanced to the Instructional level. One (1) respondent from the Grade four level were in the Instructional level, and a respondent from Grade five level remained in the Frustration level.

Based on the results of the Informal Reading Inventory (Phil-IRI) post-test assessment, teachers can help improve students' reading comprehension using various reading strategies. "Understanding what they read should be everyone's goal as a reader" (Teele, 2004, p. 92). According to research, proficient readers actively engage with the text and are conscious of the strategies they use to comprehend what they read. The think-aloud technique, modeling through group practice, partner practice, and individual usage of the method are all crucial components of teaching the strategies (Duke & Pearson, 2005).

Part 5. Reading Enhancement Activities Administered by the Researchers

Table 3.8

Week 1: Passages that the Respondents Read during One-on-One Reading Aloud Activity

Reading Level	Passage Title
Grade 2 Level	Pam's Cat
Grade 3 Level	Summer Fun
Grade 4 Level	Get Up Jacky
Grade 5 Level	The Cow and the Carabao

The researchers conducted a one-on-one reading-aloud activity to determine the reading proficiency level of the respondents during the first week. The learners who can only read Grade 2 passages were asked to read a passage entitled "*Pam's Cat*". The learners who can only read Grade 3 stories, entitled "*Summer Fun*". The learners who can read Grade 4 passages read a story entitled "*Get up Jacky*" and the learners who can read grade 5 passages read a story entitled "*The Cow and the Carabao.*"

In the one-on-one reading aloud activity, the respondents were asked to read the passage on their own first. After which, the researchers asked the learners to read again the correct word. The Phonics-based or Bottom-up model of the reading process of Gough (1972) was used by the researchers to help the respondents recognize the word from letter to sound, to words, to meaning.

Table 3.9

Results in Week 1 using One-on-One Reading Aloud Activity

Reading Proficiency Level	Grade 2		Grade 3		Grade 4		Grade 5		Total
	f	%	f	%	f	%	f	%	
Frustration	6	46%	5	38%	1	8%	1	8%	100%
Instructional	0	0%	0	0%	0	0%	0	0%	0%
Independent	0	0%	0	0%	0	0%	0	0%	0%

Table 3.9 showed the results of week 1 passages read by the learners during the one-on-one reading aloud activity. Thirteen (13) or 100% of the learners fall under the Frustration level. It revealed that the learners were struggling to read and comprehend the passages given to them. This means that the learners find reading materials so difficult that they cannot successfully respond to them.

Table 3.10

Week 2: Passages that the Respondents Read during One-on-One Reading Aloud Activity

Reading Level	Passage Title
Grade 2 Level	A Hot Day
Grade 3 Level	A Rainy Day
Grade 4 Level	Waiting for the Peddler
Grade 5 Level	Pedrito's Snack

In the activity, the learners were asked to read a passage according to their level of reading. The respondents, who can only read Grade 2 passages, were asked to read a passage entitled "*A Hot Day*." The respondents, who could only read Grade 3 passages, were instructed to read a passage titled "*A Rainy Day*." The respondent, who can only read Grade 4 passages, was given a passage entitled "*Waiting for the Peddler*." The respondent, who can only read Grade 5 passages, was given a passage entitled "*Pedrito's Snack*."

Prior to reading aloud in one-on-one setting, learners were requested to read the paragraph independently. The participants were asked to read the incorrectly pronounced word once more by the researchers. Gough's (1972) Phonics-based or Bottom-up Reading Process Model, which goes from letter to sound to word to meaning, was used by the researchers to help the respondents recognize the words.

Table 3.11

Results in Week 2 using One-on-One Reading Aloud Activity

Reading Proficiency Level	Grade 2		Grade 3		Grade 4		Grade 5		Total
	f	%	f	%	f	%	f	%	
Frustration	2	15%	1	8%	1	8%	1	8%	39%
Instructional	3	23%	4	30%	0	0%	0	0%	53%
Independent	1	8%	0	0%	0	0%	0	0%	8%

The table in 3.11 showed the result of week 2 passages that the learners read during one-on-one reading aloud activity. Only 5 or 39% of the respondents remained in Frustration level and the other 8 or 61% of the learners advanced to Instructional and Independent level. The learners showed improvement in their reading performance during the one-on-one reading activity. According to Gibson & Gold 2021, reading aloud is the foundation for literacy development. It is the single most important activity for reading success. It provides children with a demonstration of phrased, fluent reading. It reveals the rewards of reading, and develops the listener's interest in books and desire to be a reader. Listening to others read develops key understanding and skills, such as an appreciation for how a story is written and familiarity with book conventions, such as "once upon a time" and "happily ever after". Reading aloud demonstrates the relationship between the printed word and meaning – children understand that print tells a story or conveys information – and invites the listener into a conversation with the author. Children can listen on a higher language level than they can read, so reading aloud makes complex ideas more accessible and exposes children to vocabulary and language patterns that are not part of everyday speech. This, in turn, helps them understand the structure of

books when they read independently. It exposes less able readers to the same rich and engaging books that fluent readers read on their own, and entices them to become better readers. Students of any age benefit from hearing an experienced reading of a wonderful book (Gibson & Gold, 2021).

Table 3.12

Week 3: Passages that the Respondents Read using Group Reading Activity

Reading Level	Passage Title
Grade 2 Level	Al's Bag
Grade 3 Level	Ben's Store
Grade 4 Level	Anansi's Web
Grade 5 Level	The Snail with the Biggest House

In this reading activity, the learners were grouped according to the grade-level passages that they could only read. The respondents, who can only read Grade 2 passages, were asked to read a passage entitled "*Al's Bag*." The learners, who could only read Grade 3 passages, were asked to read a passage entitled "*Ben's Store*." The respondent who could only read Grade 4 passages was given a passage entitled "*Anansi's Web*," and the respondent who could only read Grade 5 passages was given a passage entitled "*The Snail with the Biggest House*."

Then, the respondents were asked to read the passage written on the board. After which, the researchers asked questions to assess the level of comprehension of the learners based on the Philippine Informal Reading Inventory (PHIL-IRI). In the group reading activity the researchers used the theory of the Top-down Model which suggests

that readers have a preconceived notion of what could be significant in the text based on their prior experiences and language understanding.

Table 3.13

Results in Week 3 Passages the Respondents Read during Group Reading Activity

Reading Proficiency	Grade 2		Grade 3		Grade 4		Grade 5		Total
Level	f	%	f	%	f	%	f	%	
Frustration	1	8%	1	8%	0	0%	1	8%	24%
Instructional	3	23%	4	30%	1	8%	0	0%	61%
Independent	2	15%	0	0%	0	0%	0	0%	15%

As shown in table 3.13 only 3 or 24% of the respondents remained in the Frustration level and the other 10 or 76% of the learners advanced to Instructional and Independent level. The results showed that the learners improved in their reading performance using the group reading activity which means that group reading helped learners understand and comprehend passages when they are reading with their classmates. According to Abdelhalim, 2017, reading comprehension integrated with HoM promotes interaction between students and reading material, due to which reading objectives in language courses are rejuvenated to develop HoM skills in reading practices.

Furthermore, language instructors accentuate collaborative reading practices to provide the students with an effective means to engage in their social environment while developing their comprehension skills. The adequate social environment that can improve reading comprehension is comprised of literature circles, group discussions, reading

apprenticeship, book clubs and author analyses. These activities result in stimulating an interpretive discussion among the students and utilize critical reflection while reading and engaging with texts (Abdelhalim, 2017).

Table 3.14

Week 4: Passages the Respondents Read during Silent Reading Activity

Reading Level	Passage Title
Grade 2 Level	Nat takes a Nap
Grade 3 Level	Waiting for Her Sister
Grade 4 Level	Wake Up!
Grade 5 Level	The Great Runner

The researchers used the silent reading activity in week 4. The respondents were asked to read a passage according to the grade-level passages that they could only read. The respondents, who can only read Grade 2 passages, were asked to read a passage entitled "*Nat Takes a Nap*." The respondents who could only read Grade 3 passages were asked to read a passage entitled "*Waiting for Her Sister*." The respondent who could only read Grade 4 passages was given a passage entitled "*Wake Up!*" and the respondent who could only read Grade 5 passages was given a passage entitled "*The Great Runner*."

In this activity, the respondents were asked to read the passage on their own. Then the researchers asked the participants to read the incorrectly pronounced words again. Applying the Phonics-based or Bottom-up Model of the reading process that Gough (1972) proposes, the researchers helped the respondents recognize the word from letter to

sound, to words, to meaning. The researchers then asked the respondents to answer the comprehension questions from the Philippine Informal Reading Inventory (Phil-IRI).

Table 3.15

Results in Week 4 Passages the Respondents Read during Silent Reading Activity

Reading Proficiency	Grade 2		Grade 3		Grade 4		Grade 5		Total	
	Level	f	%	f	%	f	%	f	%	
Frustration		0	0%	0	38%	0	0%	1	8%	8%
Instructional		3	23%	1	8%	1	8%	0	0%	39%
Independent		3	23%	4	30%	0	0%	0	0%	53%

During the group reading activity, the data showed that only 1 or 8% of the respondents remained in the Frustration level and the other 12 or 92% of the learners advanced to the Instructional and Independent level. It shows that the learners improved their reading performance in silent reading activity which means that the students comprehend passages better when they are reading silently, or without speaking the words being read.

According to Sanders 2020, independent reading, generally referred to as silent reading, is often used in a classroom to promote independent reading skills that students will need in order to be successful and focused autonomous readers (Allington & Gabriel, 2012). The National Council of Teachers of English (NCTE) explains that independent reading time is less about the calculated minutes provided for silent reading and more so about the literacy opportunities that educators provide for students within the silent reading time (2019). NCTE's research also shows that independent or silent reading helps

increase the volume of literature, comprehension skills, and reading achievement for young readers. As an educator that uses silent reading as a part of my daily classroom routine, it is important to me to learn more about this literacy practice.

Part 6. The respondents' post-test assessment results following the reading enhancement activities conducted by the researchers.

Table 3.16

Level of Reading Proficiency in the Respondents' Pre-Test and Post-Test Results

Respondents' Level of Reading Proficiency	PRE-TEST		POST-TEST	
	Frequency	Percentage	Frequency	Percentage
Frustration Level	11	85%	1	8%
Instructional Level	2	15%	5	38%
Independent Level	0	0%	7	54%
Total	13	100%	13	100%

As shown in table 3.16, Phil-IRI pre-test results showed that most of the learners (11) or 85% fell in the Frustration level. However, Post-test result showed that seven (7) or 54% the learners advanced to the Independent level, five (5) or 38% were in the Instructional level, and only one (1) or 8% of the respondent remained in the Frustration level. This means that there has been a notable improvement following the reading interventions program, which includes the use of various reading materials and passages, the use of guidance (guided reading) and feedback while reading, silent reading, and group reading. Early interventions and purposeful instruction are crucial steps in the process of assisting the learners towards becoming proficient readers.

Table 3.17

Summary of the Reading Enhancement Activity Conducted by the Researchers

Week Number	Activity	Passage Title
Week 1	One-on-One Reading Aloud	Pam's Cat, Summer Fun, Get Up Jacky, The Cow and the Carabao
Week 2	One-on-One Reading Aloud	A Hot Day, A Rainy Day, Waiting for the Peddler, Pedrito's Snack
Week 3	Group Reading	Al's Bag, Ben's Store, Anansi's Web, The Snail with the Biggest House
Week 4	Silent Reading	Nat Takes a Nap, Waiting for her Sister, Wake Up! The Great Runner

Table 3.17 shows the summary of the activity and the passages the respondents read during the conduct of reading enhancement activity for four (4) consecutive weeks.

Part 7. APEERQ Reading Enhancement Activities

The following are the recommended reading enhancement activity:

1. After-class guided reading sessions with the feedback from the teachers.
2. Partner reading (reader and non-reader in tandem) in class or after classes.
3. Educational videos during their free time in the classroom.

4. Encourage reading activities such as reading aloud, silent reading, and group reading in classroom or after class.
5. Reading centers or reading corners for the pupils.
6. Quarterly student monitoring in reading.

In order to expand the learners' understanding of reading, the school should also provide instructors and other professionals the opportunity to conduct reading programs, trainings, workshops, and seminars. This is due to our observations that, when we evaluate their English reading proficiency, only a small percentage of them show us the respect they typically show to their instructors or advisers.

Furthermore, the school should allocate funds for learners' reading materials and electronic devices. Lastly, parental support and participation are highly encouraged.

Conclusions

The COVID-19 pandemic has caused interruptions to learners' lives and educational experiences. A significant decline in their reading and academic growth, is alarming because reading foundations must be developed in the early elementary grades. They encountered difficulties in reading and in their academics. Based on Philippine Informal Reading Inventory (Phil-IRI) reading test results they are in the frustration level. Hence, a reading enhancement activity was administered. The results are significant and notable because there is an improvement in the respondents' reading skills, 12 or 92% of the learners advanced to the instructional and independent levels.

Recommendations

In the light of the findings and conclusions, the researchers recommend the following:

1. The school may develop a follow-up one-on-one reading activities every after class to help the learners improve in their reading performances.
2. A group reading activity such as story and passages from Philippine Informal Reading Inventory (Phil-IRI) at least twice a month to encourage learners to read and understand the passages.
3. An activity may be done after the reading-aloud and group reading activity. The silent reading activity helped the learners to be more focused on the passage they read on their own.

REFERENCES

- Aldhanhani, Z. R., & Abu-Ayyash, E. A. S. (2020). Theories and Research on Oral Reading Fluency: What Is Needed? *Theory and Practice in Language Studies*, 10(4), 379. <https://doi.org/10.17507/tpls.1004.05>
- Cabardo, J. R. O. (2015). Reading Proficiency Level of Students: Basis for Reading Intervention Program. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.2712237>
- Capellini, MA & Martins, SA. (2019, March). Relation between oral reading fluency and reading comprehension. https://www.researchgate.net/publication/331547878_Relation_between_oral_reading_fluency_and_reading_comprehension
- Domingue, B et al. (2021, March). Changing patterns of growth in oral reading fluency during the covid-19 pandemic. <https://edpolicyinca.org/publications/changing-patterns-growth-oral-reading-fluency-during-covid-19-pandemic>
- Ellen. (2019, July 26). Is Reading Proficiency Really That Important? Sound English. <https://soundenglish.org/reading-proficiency/>
- Frey, E. et. al, (2022 May 18). COVID-19 Pandemic and Student Reading Achievement: Findings From a School Panel Study. <https://www.frontiersin.org/articles/10.3389/fpsyg.2022.876485/full?fbclid=IwAR3BlV73YKvpqfIpqQlljxBpz6jntc9oxF3h3ggIRLZ1ZAGlvw2jp7xiHuU>

Galvez, D. (2020). Poor pisa scores a wake up call for ph education system –

deped chief. inquirer.net. [https://newsinfo-inquirer-](https://newsinfo-inquirer-net.cdn.ampproject.org/v/s/newsinfo.inquirer.net/1199952/fwd-briones-low-ph-pisa-results-a-wake-up-call/amp?usqp=mq331AQKKAFQArABIIACAw%3D%3D&js_v=a9&gsa=1#referrer=https%3A%2F%2Fwww.google.com&csi=0&share=https%3A%2F%2Fnewsinfo.inquirer.net%2F1199952%2Ffwd-briones-low-ph-pisa-results-a-wake-up-call)
[https://newsinfo.inquirer.net/1199952/fwd-briones-low-ph-pisa-](https://newsinfo.inquirer.net/1199952/fwd-briones-low-ph-pisa-results-a-wake-up-call/amp?usqp=mq331AQKKAFQArABIIACAw%3D%3D&js_v=a9&gsa=1#referrer=https%3A%2F%2Fwww.google.com&csi=0&share=https%3A%2F%2Fnewsinfo.inquirer.net%2F1199952%2Ffwd-briones-low-ph-pisa-results-a-wake-up-call)
[https://newsinfo.inquirer.net/1199952/fwd-briones-low-ph-pisa-](https://newsinfo.inquirer.net/1199952/fwd-briones-low-ph-pisa-results-a-wake-up-call/amp?usqp=mq331AQKKAFQArABIIACAw%3D%3D&js_v=a9&gsa=1#referrer=https%3A%2F%2Fwww.google.com&csi=0&share=https%3A%2F%2Fnewsinfo.inquirer.net%2F1199952%2Ffwd-briones-low-ph-pisa-results-a-wake-up-call)

Harappa. (2021, September 28). *Causal Comparative Research: Methods And*

Examples. <https://harappa.education/harappa-diaries/causal-comparative-research/>

Jiang, H., & Logan, J. (2019). Improving Reading Comprehension in the Primary Grades: Mediated Effects of a Language-Focused Classroom Intervention. *Journal of Speech, Language, and Hearing Research*, 62(8), 2812–2828. https://doi.org/10.1044/2019_jslhr-l-19-0015

Labastida, M. P. (n.d.). *Teaching reading during the pandemic*. Philstar.com.

<https://www.philstar.com/opinion/2021/11/10/2140187/teaching-reading-during-pandemic>

Llego, M. A. (2018, May 8). *Revised Philippine Informal Reading Inventory (Phil-IRI)*.

TeacherPH. [https://www.teacherph.com/revised-phil-](https://www.teacherph.com/revised-phil-iri/#:~:text=Phil%2DIRI%20Group%20Screening%20Test)
[iri/#:~:text=Phil%2DIRI%20Group%20Screening%20Test](https://www.teacherph.com/revised-phil-iri/#:~:text=Phil%2DIRI%20Group%20Screening%20Test)

Nurture love for reading in children. (n.d.). [Www.savethechildren.org.ph](http://www.savethechildren.org.ph).

Retrieved February 2, 2023, from [https://www.savethechildren.org.ph/our-](https://www.savethechildren.org.ph/our-work/our-stories/story/nurture-love-for-reading-in-children/)
[work/our-stories/story/nurture-love-for-reading-in-children/](https://www.savethechildren.org.ph/our-work/our-stories/story/nurture-love-for-reading-in-children/)

PACE - *Changing Patterns of Growth in Oral Reading Fluency During the COVID-19 Pandemic.* (2021, March 9). Policy Analysis for California Education.

<https://edpolicyinca.org/publications/changing-patterns-growth-oral-reading-fluency-during-covid-19-pandemic>

PACE - *Press Release: Reading Skills of Young Students Stall Amid COVID-19 Pandemic.* (n.d.). Policy Analysis for California Education.

<https://edpolicyinca.org/newsroom/reading-skills-young-students-stall-amid-covid-19-pandemic>

Pardede, P. (2008, June 27). *A Review on Reading Theories and its Implication to the Teaching of Reading.* ResearchGate; unknown.

https://www.researchgate.net/publication/321228081_A_Review_on_Reading_Theories_and_its_Implication_to_the_Teaching_of_Reading

Schifferdecker, S. (2010). *What Do Theorists Say About Teaching Children to Read?*

The Classroom | Empowering Students in Their College Journey.
<https://www.theclassroom.com/do-say-teaching-children-read-6529459.html>

Silva, C & Fonseca, BV. (2021, December). Reading fluency performance of elementary-school fifth-grade students.

https://www.researchgate.net/publication/356772847_Reading_fluency_performance_of_elementary-school_fifth-grade_students

Spector, C. (2021, March 9). New Stanford study finds reading skills among young students stalled during the pandemic. *Stanford News.*

<https://news.stanford.edu/2021/03/09/reading-skills-young-students-stalled-pandemic/>

Thomas, A. (2021, December 1). First and second graders' reading motivation and reading comprehension were not adversely affected by distance learning during covid-19.

<https://www.frontiersin.org/articles/10.3389/feduc.2021.780613/full>

Tobia, V., & Bonifacci, P. (2015). The simple view of reading in a transparent orthography: the stronger role of oral comprehension. *Reading and Writing*, 28(7), 939–957. <https://doi.org/10.1007/s11145-015-9556-1>

UNESCO. (2021, March 25). *100 million more children under the minimum reading proficiency level due to COVID-19 - UNESCO convenes world education ministers.* UNESCO. <https://en.unesco.org/news/100-million-more-children-under-minimum-reading-proficiency-level-due-covid-19-unesco-convenes>

Varga, A. (2016). Metacognitive perspectives on the development of reading comprehension: a classroom study of literary text-talks. *Literacy*, 51(1), 19–25. <https://doi.org/10.1111/lit.12095>

APPENDICES

APPENDIX A
INFORMED PARENT CONSENT DOCUMENT

REPUBLIC OF THE PHILIPPINES
MINDANAO STATE UNIVERSITY-ILIGAN INSTITUTE OF TECHNOLOGY
COLLEGE OF EDUCATION
Andres Bonifacio Avenue, 9200 Iligan City Philippines
Telephone No.: +63 63 2210744/ Telefax: +63 63 2214068

INFORMED PARENT CONSENT

We invite your child to take part in a research study that will be conducted by **MICHELLE DANE JANULGUE**, **FRESHIAN LAINE J. SAYOMANLAO**, **KIMBERLY DIANNE TAMBOG**, a student at MINDANAO STATE UNIVERSITY – ILIGAN INSTITUTE OF TECHNOLOGY, as part of our undergraduate thesis entitled Assessment on the Level of English Reading Proficiency of Grade School Learners during the Covid-19 Pandemic. The study, as well as your right and your child's right as a participant are discussed below.

Description: This study will assess the Level of English Reading Proficiency of Grade School Learners during the Covid-19 Pandemic. The learners will read a passage and then answer the comprehension activity. The researchers will utilize the Philippine Informal Reading Inventory (Phil-IRI) materials. Your child's assessment will be recorded for use in standard research procedures (e.g. analysis of responses). Your child's identity will not be revealed to anyone but to the researchers only.

Confidentiality: Children's answers will not be associated with their name. Rather each child will be given a codename on the activity sheet.

I agree with the researchers using my child's real name in this research and any publications the results from the research.

Parents' Signature

Risks & Benefits: There are no risks to your child's safety because the researchers will follow the protocol in conducting the study. Moreover, the activity sheet raises no sensitive or controversial issues and does not contain elements typically frightening to children. The researchers will assess your child and will help her/him improve her English reading proficiency and comprehension skills.

Freedom to Withdraw or Refuse Participation: I understand that my child has the right to refuse to answer the activity sheet given without prejudice from the researchers.

Grievance Procedure: If I have any concerns or am dissatisfied with any aspect of this study I may report my grievances anonymously to the College of Education, Dean of the Faculty Office, Mindanao State University – Iligan Institute of Technology.

Question? Please feel free to ask the researchers any question before signing the consent form or at any time after the study.

Researchers: Michelle Dane Janulgue, Freshian Laine Sayomanlao and Kimberly Dianne Tambog, students at Mindanao State University – Iligan Institute of Technology

Research Adviser: Felix Gaviola Jr. Professor at the College of Education, Mindanao State University – Iligan Institute of Technology.

REPUBLIC OF THE PHILIPPINES
MINDANAO STATE UNIVERSITY-ILIGAN INSTITUTE OF TECHNOLOGY
COLLEGE OF EDUCATION
Andres Bonifacio Avenue, 9200 Iligan City Philippines
Telephone No.: +63 63 2210744/ Telefax: +63 63 2214068

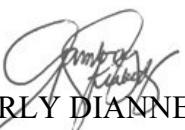
Informed Consent Statement

I, _____, give permission for my child, _____
 , _____ to participate in the research
 project entitled “Assessment on the Level of English Reading Proficiency of Grade
 School Learners during the Covid-19 Pandemic.” The study has been explained to me and
 my questions answered to my satisfaction. I understand that my child’s right to withdraw
 from participating or refuse to participate will be respected and that his/her responses and
 identity will be kept confidential. I give this consent voluntarily.

Parent/Guardian Signature:

Researchers Signature:


 MICHELLE DANE JANULGUE


 KIMBERLY DIANNE TAMBOOG


 FRESHIAN LAINE SAYOMANLAO

APPENDIX B
ASSENT FORM DOCUMENT

REPUBLIC OF THE PHILIPPINES
MINDANAO STATE UNIVERSITY-ILIGAN INSTITUTE OF TECHNOLOGY
COLLEGE OF EDUCATION

*Andres Bonifacio Avenue, 9200 Iligan City Philippines
 Telephone No.: +63 63 2210744/ Telefax: +63 63 2214068*

Assent Form

Research Title: Assessment on the Level of English Reading Proficiency of Grade Six Learners during the Covid-19 Pandemic and the Reading Enhancement Activities

Researchers: Michelle Dane Janulgue, Freshian Laine Sayomanlao, and Kimberly Dianne Tambog

We are doing a research study about the Assessment on the Level of English Reading Proficiency of Grade School Learners during the Covid-19 Pandemic. A research study is a way to learn more about people. If you decide that you want to be part of this study, you will be asked to read and answer the Philippine Informal Reading Inventory (Phil-IRI) materials.

There are some things about this study you should know. These are every after class or your preferred time we will conduct our study. You will be asked to read a passage and answer the reading comprehension activity. Your answers will not be associated with your name. Rather you will be given a codename on the activity sheet.

Not everyone who takes part in this study will benefit. A benefit means that something good happens to you. We think these benefits might be to improve your English Reading Proficiency and comprehension skills.

When we are finished with this study we will write a report about what was learned. This report will not include your name or that you were in the study.

You do not have to be in this study if you do not want to be. If you decide to stop after we begin, that's okay too. Your parents know about the study too.

If you decide you want to be in this study, please sign your name.

I, _____, want to be in this research study.

_____ (Sign your name here)

_____ (Date)

APPENDIX C

LETTER OF REQUEST TO DEPED ILIGAN

REPUBLIC OF THE PHILIPPINES
MINDANAO STATE UNIVERSITY-ILIGAN INSTITUTE OF TECHNOLOGY
COLLEGE OF EDUCATION
Andres Bonifacio Avenue, 9200 Iligan City Philippines
Telephone No.: +63 63 2210744/ Telefax: +63 63 2214068

September 21, 2022

ROY ANGELO E. GAZO, Ph.D.
Schools Division Superintendent
Iligan City Division
Poblacion, Iligan City

SIR:

The undersigned are 4th year BEED Language Education students of Mindanao State University – Iligan Institute of Technology, undertaking an undergraduate thesis entitled, “Assessment on the Level of English Reading Proficiency of Grade School Learners during the Covid-19 Pandemic”.

In view of this, we humbly request permission to please allow us to gather data from your English teachers, in line with the above-mentioned study, with purpose partially mentioned in the title. Rest assured that ethical considerations will be strictly observed, as a code name will be assigned to each teacher and school participant, and all data will be treated with strict confidentiality.

Should this request merit your approval, we request for a list of the Grade 6 learners under the frustration level in the Phil-IRI result studying at Iligan City Central School from the Grade 6 advisers.

Your approval is deeply appreciated. Thank you very much.

Respectfully yours,


MICHELLE DANE JANULGUE


FRESHIAN LAINE SAYOMANLAO


KIMBERLY DIANNE TAMBOOG

Researchers

Endorsed by:

FELIX GAVIOLA JR.
Thesis Adviser

CIEDELLE N. GRAGEDA, Ed.D
Chairperson, Dept. of Professional Education

Noted by:

MONERA SALIC-HAIRULLA, PhD
Dean, College of Education

Approved:

ROY ANGELO E. GAZO, Ph.D.
*Schools Division Superintendent
Iligan City Division*

APPENDIX D

LETTER TO THE PRINCIPAL OF ILIGAN CITY CENTRAL SCHOOL

REPUBLIC OF THE PHILIPPINES
MINDANAO STATE UNIVERSITY-ILIGAN INSTITUTE OF TECHNOLOGY
COLLEGE OF EDUCATION
Andres Bonifacio Avenue, 9200 Iligan City Philippines
Telephone No.: +63 63 2210744/ Telefax: +63 63 2214068

October 13, 2022

ANA MARIA S. TIMOGAN
School Principal
Iligan City Central School

Dear Ma'am:

Greetings of peace!

We, the fourth year students of Mindanao State University-Iligan Institute of Technology and are presently conducting a research study entitled "**ASSESSMENT ON THE LEVEL OF ENGLISH READING PROFICIENCY OF GRADE SIX LEARNERS DURING THE COVID-19 PANDEMIC AND THE READING ENHANCEMENT ACTIVITIES**" which is a partial fulfillment of the requirements for the degree of Bachelor of Elementary Education major in Language Education.

In this regard, we are humbly asking for your approval to conduct a study in your school. We are seeking your consent to request your Grade 6 students under the frustration level of the Phil-IRI result to participate. Rest assured that all information derived herein will be treated with utmost confidentiality.

Thank you for your consideration and we hope you will be able to fulfill our request.

Respectfully yours,

MICHELLE DANE JANULGUE

KIMBERLY DIANNE TAMBOG

FRESHIAN LAINE J. SAYOMANLAO

Researchers

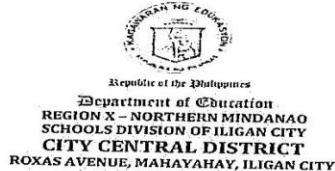
Noted by:

FELIX GAVIOLA JR.
Research Adviser

CIEDELLE GRAGEDA, Ed.D
Chairperson, Dept. of Professional Education

APPENDIX E

GRADE SIX LEARNERS GROUP SCREENING TEST (GST) RECORD UNDER THE FRUSTRATION LEVEL



School: ILIGAN CITY CENTRAL SCHOOL
GRADE SIX

Date: November 15, 2022

MONITORING TOOL IN READING

Name of Pupils	Sex	Cannot Read the Exact Sound of the Beginning Letter of the Word	Cannot Read Even Syllable	Can Read Syllable Only	Slow	Moderate Reader Without Comprehension	Moderate Reader With Compensation	Fast Reader Without Comprehension	Fast Reader With Comprehension	Remarks
1. PANGANDAMAN, FAISANI F.	F	/			/					
2. ALIMUDEN, FATIMA ZUHRA	F				/					
3. ABESO, RIENHART KHARYNE	F				/					
4. ANSING, CLARK LEVI	M				/					
5. COSAIN, RYAN	M				/					
6. MALAZARTE, MATT OMEL	M				/					
7. RASHDY, RIYADH	M				/					
8. BCORNITA, JULIAN LEE	M				/					
9. POSOL, CARL	M				/					
10. ARAGON, AJNAIRAH C.	F				/					
11. LUMINGKIT, MICHAEL ANGELO S.	M				/					
12. BARAIMAN, ALNAIF A.	M				/					
13. DAHAB, CARL JHASSEN D. M.	M				/					

Name of Pupils	Sex	Cannot Read the Exact Sound of the Beginning Letter of the Word	Cannot Read Even Syllable	Can Read Syllable Only	Slow	Moderate Reader Without Comprehension	Moderate Reader With Compensation	Fast Reader Without Comprehension	Fast Reader With Comprehension	Remarks
14. MACALUNAO, EUGENE JR. B.	M				/	/				
15. SUMILE, CHRIS JOHANNE Y.	M					/				
16. ZOSA, REU G.	M					/				
17. SARROZA, JANRON NIL	M	/								
18. MACABUGTO, PRINCE JOHN PAUL	M									
19. ZAMLANI, MUHAMMAD EYAD	M				/					
20. ECHOR, MARCELLAR S.	F				/					
21. MUGOT, JEREMIAH MIGUEL	M				/					
22. TEJANO, RACHEL AMBER	F				/					
23. DARON, IRISH VIDA	F	/			/					
24. BASIR, MOHAMAD FAHmie A.	M				/					
25. ADTHA, SITTE RAJANNAH I.	F				/					
26. UBA, JULKIER	M				/					
27. PAINGCO, ALEYA	F	/	/	/	/					
28. ALQUIZA, FRANCIS	M				/					
29. SAIDOVAL, DWIEN	M									
28. SERAFIN, JHOH MICHAEL	M				/					
29. ODIVINA, JIAN L.	M				/					
30. SHIHABODEN, MOHD SADSAN	M				/					
31. TABASA, BRENDON A.	M				/					
32. WAHAB, ASNOR	M				/					
33. GOPUNTAD, SAMANTHA KAYE	M				/					
34. SUMAYA, FATIMA MARIE	M				/					

35. ABDUL, JOHAIR A.	M	/			/	/	/			
36. CALOG, MARC HENRY E.	M				/					
36. MENESES, CLINT JESHUA	M				/					
37. SAMBETORY, MOHD ALIAWAD	M		/		/	/	/			
38. LUGATIMAN, XY-JOHN	M			/	/	/	/			
39. BANTILA, JOAN	F				/					
40. PACALNA, AINA	F				/					
41. BEULIA, MARK JADE B.	M				/					
42. FUENTIVILLA, JUSTIN DAVE M.	M				/					
43. LABADO, ULF Z.	M				/					
44. MANALOCON, JAMALODIN G.	M				/					
45. MAYO, VINCENT B.	M				/					
45. ORTEGA, MARK DANIEL	M				/					
46. QUIJANO, ANGELO McLENE	M				/					
47. UNDANG, JAKASI	M				/					

APPENDIX F

SAMPLE INTERVIEW GUIDE

Questions:

1. How was your experience with the COVID-19 pandemic, with all the quarantines and lockdowns?
2. What challenges have you encountered during the COVID-19 pandemic that have affected your reading skills and abilities?
3. Was the new mode of teaching delivery (modular) easy or difficult for you at that time when classrooms were closed?
4. Who assisted you to answer your modules?
5. Do you answer your modules during classes or during your free time?
6. Are your parents or guardians assisting you in answering the modules?
7. What activities do you usually do during your free time?
8. Do you have reading materials at home?
9. Are you getting all the help you need in your academics now that face-to-face classes have returned?

APPENDIX G

SAMPLE PASSAGES WITH QUESTIONS FROM PHIL-IRI MANUAL

- **Pre-test Passage**

SUMMER FUN

“Let’s have some fun this summer,” says Leo. “Let’s swim in the river,” says Lina.

“Let’s get some star apples from the tree,” says Leo. “Let’s pick flowers,” says Lina.

“That is so much fun!” says Mama. “But can you help me dust the shelves too?”

“Yes, we can Mama,” they say. “Helping can be fun too!”

Questions:

1. Who were talking to each other?

- a. Lita and Lito
- b. Lina and Lino
- c. Lina and Leo

2. What were they talking about?

- a. what to do during the summer
- b. what to have during the summer
- c. what to wear during the summer

3. The children in the story could be _____.

- a. brother and sister
- b. neighbors
- c. cousins

4. Which of these will they do if they are hungry?

- a. pick flowers
- b. pick guavas
- c. go swimming

5. Doing something "fun" means _____.

- a. doing something in the summer
- b. doing something in the house
- c. doing something that we like

6. Which is the best example of being helpful?

- a. picking flowers
- b. cleaning up
- c. swimming

Source: Philippine Informal Reading Inventory Manual

- **Reading Enhancement Activity Passages**

One-on-one reading

Grade 2 Level:

Pam's Cat

Pam has a cat. It is on the bed.

It can nap. It can sit.

“Oh no!” says Pam.

“The cat fell off the bed!”

Is the cat sad?

No. It is on the mat.

Questions:**1. Who has a pet?**

- a. Pat
- b. Pam
- c. Paz

2. What is her pet?

- a. dog
- b. pig
- c. cat

3. Why did Pam say “Oh no!”?

- a. She was mad.
- b. She was happy.
- c. She was worried.

4. Why did she feel this way?

- a. Her cat can do tricks.
- b. Her cat made a mess.
- c. Her cat might be hurt.

5. How do we know that the cat is ok?

- a. It is on the bed.
- b. It is on the mat.
- c. It has a rat.

Source: Philippine Informal Reading Inventory Manual

A Hot Day

The sun is up. “Is it a hot day, Matt?” asks Sal.

“Yes, it is,” says Matt.

Sal gets her fan.

Matt gets his hat.

Sal and Matt go out to play.

Sal and Matt have fun.

Questions:

1. Who are the children in the story?

- a. Sam and Matt
- b. Sal and Max
- c. Matt and Sal

2. What kind of day was it?

- a. a sunny day
- b. a cloudy day
- c. a rainy day

3. What did the little girl do so that she would not feel hot?

- a. She stayed inside.
- b. She got a hat.
- c. She got a fan.

4. What did the little boy do so that he would not feel hot?

- a. He stayed inside.
- b. He got a hat.
- c. He got a fan.

5. What is the message of the story?

- a. We can have fun on a hot day.
- b. We can have fun on a cool day.
- c. We can have fun on a cloudy day.

Grade 3 Level:
Summer Fun

“Let’s have some fun this summer,” says Leo.

“Let’s swim in the river,” says Lina.

“Let’s get some star apples from the tree,” says Leo.

“Let’s pick flowers,” says Lina.

“That is so much fun!” says Mama.

“But can you help me dust the shelves too?”

“Yes, we can Mama,” they say. “Helping can be fun too!”

Questions:

1. Who were talking to each other?

- a. Lita and Lito
- b. Lina and Lino
- c. Lina and Leo

2. What were they talking about?

- a. what to do during the summer
- b. what to have during the summer
- c. what to wear during the summer

3. The children in the story could be _____.

- a. brother and sister
- b. neighbors
- c. cousins

4. Which of these will they do if they are hungry?

- a. pick flowers
- b. pick guavas
- c. go swimming

5. Doing something "fun" means _____.

- a. doing something in the summer
- b. doing something in the house
- c. doing something that we like

6. Which is the best example of being helpful?

- a. picking flowers
- b. cleaning up
- c. swimming

A Rainy Day

Nina and Ria are looking out the window.

“I do not like getting wet in the rain,” says Nina.

“What can we do?” asks Ria.

“We can play house,” says Nina.

“Or we can play tag,” says Ria.

“Okay, let’s play tag. You’re it!” says Nina.

Nina runs from Ria and bumps a lamp.

“Oh no!” says Nina.

“We must not play tag in the house.”

Questions:

1. What is it that Ria does not like?

- a. playing tag
- b. playing house
- c. getting wet in the rain

2. What does Nina want to do?

- a. play tag
- b. play house
- c. get wet in the rain

3. Who wants to play tag?

- a. Ria
- b. Nina
- c. Ria and Nina

4. What is "tag?"

- a. a card game
- b. a video game
- c. a running game

5. Why wasn’t it a good idea to play tag in the house?

- a. Something might break
- b. Someone might get tired
- c. Something might get lost

6. Which word tells what Ria and Nina should be?

- a. careless
- b. careful
- c. curious

Grade 4 Level:

Get Up Jacky

“Ring! Ring!” rang the clock. But Jacky did not get up.

“Wake up Jacky! Time for school,” yelled Mom.

And yet Jacky did not get up. “Beep! Beep!” honked the horn of the bus.

Jacky still laid snug on the bed.

Suddenly, a rooster crowed out loud and sat on the window sill.

Jacky got up and said with cheer, “I will get up now. I will!”

Questions:

1. Who is the main character in our story?

- a. Jock
- b. Jicky
- c. Jacky

2. Why did the main character need to wake up early?

- a. to get to school on time
- b. to get to work on time
- c. to get to bed on time

3. What woke the character up?

- a. the ringing of the alarm clock
- b. the crowing of the rooster
- c. Mom’s yelling

4. What did the character think as he/she "laid snug" on the bed?

- a. “I do not want to get up yet.”
- b. “I do not want to be late today.”
- c. “I want to be extra early today.”

5. What does it mean to say something "with cheer?"

- a. We say it sadly.
- b. We say it happily.
- c. We say it with fear.

6. Which of these statements fits the story?

- a. Jacky liked being woken up by a clock.
- b. Jacky liked being woken up by a bus horn.
- c. Jacky liked being woken up by a rooster.

Source: Philippine Informal Reading Inventory Manual

Waiting for the Peddler

Mama was feeling sick. “Lisa, I cannot make you a snack,” she said.

“Can you watch out for the peddler while I rest?” “Yes Mama,” Lisa answered.

Soon, a man shouted, “Taho! Taho!” Lisa ran. “Two cups please,” she said.

Lisa paid the man. She got one cup of taho and gave the other to Mama.

“Thank you, Lisa. I feel much better now,” said Mama. “You’re welcome, Mama!”

Questions:

1. What is it that Mama could NOT do?

- a. She could not go out.
- b. She could not make Lisa a snack.
- c. She could not wait for the peddler.

2. Which of the following did NOT happen in the story?

- a. Lisa went out to buy taho.
- b. Lisa waited for the peddler.
- c. Lisa made a snack for Mama.

3. Which of the following words best describes Lisa?

- a. obedient
- b. resourceful
- c. hardworking

4. Which statement tells us what a peddler can do?

- a. A peddler sells snacks.
- b. A peddler visits the sick.
- c. A peddler brings medicine.

5. When we “watch out” for something or someone, we ____?

- a. look at something

b. wait for something

c. go away from something

6. Which statement best fits the story?

a. It is good to visit the sick.

b. It is best to buy from a peddler.

c. Those who help us sometimes need help, too.

Source: Philippine Informal Reading Inventory Manual

Grade 5 Level:

The Cow and the Carabao

Long ago, a farmer had a carabao and a cow. The carabao was bigger but the cow worked just as hard. One day the farmer said, “I can get more from my farm if my carabao works all day and my cow works all night.” This went on for a month 'till finally, the carabao cried, “It is just too hot to work all day!” “Want to go for a swim?” asked the cow. “It will cool you off.” The carabao happily agreed. They went off without the farmer's consent.

Before swimming, they hung their skins on a tree branch. But it wasn't long till the farmer went looking for them. Upon seeing the farmer, they rushed to put on their skins. In their rush, the carabao had worn the cow's skin and the cow had worn the carabao's skin. From then on, cows have sagging skin while carabaos have tight skin.

Reference: Adapted from: <http://www.philsites.net/folklore/stories/legend2.html>

Questions:

1. At the beginning of the story, what was one major difference between the cow and the carabao?

- a. The carabao was bigger than the cow.
- b. The cow had sagging skin while the carabao had tight skin.
- c. The carabao had sagging skin while the cow had tight skin.
- d. The carabao worked at night while the cow worked in the day.

2. What did the farmer decide one day?

- a. The cow and the carabao will work together.
- b. The cow and the carabao should not leave the farm.
- c. The carabao will work in the day while the cow will work at night.
- d. The cow will work in the day while the carabao will work at night.

3. What word describes the farmer in the story?

- a. kind
- b. cruel
- c. grumpy
- d. hardworking

4. How did the farmer's decision affect the cow and the carabao?

- a. They did not have time to rest.
- b. They hardly saw each other.
- c. They did not eat enough.
- d. They were always tired.

5. What does the phrase “without consent” mean?

- a. did not have permission
- b. was not informed
- c. has not rested
- d. did not know

6. Which of the following events happened last?

- a. The carabao cried out that it was so hot.
- b. The cow and the carabao decided to swim.
- c. The farmer came while the animals were swimming.
- d. The cow and the carabao hurriedly put on their skins.

7. What kind of story is this?

- a. myth
- b. parable
- c. legend
- d. fairy tale

Source: Philippine Informal Reading Inventory Manual

Pedrito's Snack

The bell rang. “It’s snack time!” Pedrito shouted and ran out of the room. He sat on a bench under a tall tree. In Pedrito’s lunch bag were three soft buns. He got the first one and took a bite. “Mmmm,” said Pedrito. Just then, a sparrow sat on the bench. It was looking at him. Pedrito didn’t mind. He went on and finished his bun. Then Pedrito got his second bun. He took a big bite and said “Mmmm!” The sparrow was still looking at him. It also moved closer. But still, Pedrito did not mind. He went on and finished his bun. Finally, Pedrito got his last bun. He was about to take a bite when the sparrow flew

up to his shoulder. Pedrito smiled, cut the bun in two and said to himself, “I think someone also likes bread and butter.”

Questions:

1. What was Pedrito excited about?

- a. having his favorite snack
- b. going to the bench
- c. being with the birds
- d. finding a friend

2. Which of the statements explains the sentence, “Pedrito didn’t mind.”

- a. Pedrito was not thinking.
- b. Pedrito was not bothered.
- c. Pedrito did not want to think.
- d. Pedrito did not want to be bothered.

3. Which of these was NOT mentioned in the story?

- a. The sparrow looked at the bread.
- b. The sparrow sat down on the bench.
- c. The sparrow moved closer to Pedrito.
- d. The sparrow flew into Pedrito’s shoulder.

4. What does the word ‘finished’ mean in the phrase "finished his bun?"

- a. The bun was eaten.
- b. The bun was prepared.
- c. The bun was thrown away.
- d. The bun was already spoiled.

5. Why was the sparrow looking at him?

- a. It wanted to be a pet.
- b. It wanted to watch Pedrito as he ate.
- c. It wanted to have a share of the bun.
- d. It wanted to listen more closely to Pedrito.

6. Why did Pedrito have to break the third bun in two?

- a. So that he can eat the bun in two bites.
- b. So that he can cut up the bun some more.
- c. So that he can share it with the sparrow.
- d. So that he can save the other half for later.

7. Which of the following sentences best shows what Pedrito thought of at the end of the story?

- a. “Sharing is only true among friends.”
- b. “Ask and you shall receive.”
- c. “One good turn deserves another.”
- d. “Something good is even better when shared.”

Group Reading

Grade 2 Level:

Al's Bag

Al has a bag.

It has a mat.

It has buns.

It has bananas.

But it has ants too! "Ants! Ants!" says Al.

Al lets the bag go.

Questions:**1. What is the name of the boy in the story?**

- a. Al
- b. Alf
- c. Ants

2. What does he have in his bag?

- a. a mat
- b. an apple
- c. an orange

3. What will he do?

- a. have a nap
- b. have a party
- c. have a snack

4. Why does he let his bag go?

- a. He is afraid.
- b. He is glad.
- c. He is mad.

5. Which sentence tells us why it is a good idea for the boy to let go of his bag?

- a. So the ants cannot get the food
- b. So the ants cannot bite him
- c. So the ants will be free

Grade 3 Level:

Ben's Store

Ben has his own store. "Do you sell eggs?" asks Mel. "Yes, come in," says Ben.

"Do you sell milk?" asks Dante. "Yes, come in," says Ben.

"Do you sell hats?" asks Lala. "No, we do not sell hats," says Ben.

"But you can come in and have a look."

Lala goes in. She gets a banana.

Questions:

1. Who is the main character in the story?

- a. Ben
- b. Lala
- c. Mel

2. What does he have?

- a. a school
- b. a store
- c. a hat

3. What is the store for?

- a. a place used for fixing things
- b. a place used for selling things
- c. a place used for keeping things

4. What do you think it sells?

- a. Ben's store sells hats.
- b. Ben's store sells toys.
- c. Ben's store sells food.

5. Why was it important for Lala to go in and "have a look?"

- a. to find out what she can sell
- b. to find out what she can buy
- c. to find out what she can keep

6. Which of these words best describes Ben?

- a. helpful
- b. greedy
- c. giving

Grade 4 Level:

Anansi's Web

Anansi was tired of her web. So one day, she said "I will go live with the ant."

Now, the ant lived on a small hill.

Once on the hill Anansi cried, "This place is too dark! I will go live with the bees."

When she got to the beehive, Anansi cried, "This place is too hot and sticky! I will go live with the beetle." But on her way to the beetle's home she saw her web. "Maybe the web is the best place after all."

Questions:

1. Where does Anansi live?

- a. in a beehive
- b. in a web
- c. in a hill

2. What was her problem?

- a. She was tired of living in other insects' homes.
- b. She was tired of living on the web.
- c. She was tired of being a spider.

3. Which of the following happened last?

- a. She went to the beetle's house.
- b. She went back to the web.
- c. She went to the beehive.

4. What would she have said at the beetle's home?

- a. "This place is not for me."
- b. "This place can be better."
- c. "This place is exactly like my web."

5. Which of the following solved her problem?

- a. She tried out other insects' homes.
- b. She stayed at home all day.
- c. She made a new home.

6. At the end of the story, which statement do you think is she going to say?

- a. "My home is your home."
- b. "Homes should be shared."
- c. "There's no place like home."

Grade 5 Level:

The Snail with the Biggest House

A little snail told his father, “I want to have the biggest house.” “Keep your house light and easy to carry,” said his father. But, the snail ate a lot until his house grew enormous. “You now have the biggest house,” said the snails. After a while, the snails have eaten all the grass in the farm. They decided to move to another place. “Help! I cannot move,” said the snail with the biggest house. The snails tried to help but the house was too heavy. So the snail with the biggest house was left behind.

Reference: The Biggest House in the World Leo Lionni

Questions:

1. What kind of house did the father snail want the little snail to have?

- a. big and tidy
- b. hard and durable
- c. large and colorful
- d. light and easy to carry

2. The house grew enormous. A synonym of enormous is

- a. huge
- b. lovely
- c. different
- d. expensive

3. Why will the snails move to another place?

- a. Their enemies bother them
- b. They want to see other places.
- c. They have eaten all the grass in the farm.
- d. They don't want to be with the snail with the biggest house.

4. What was the little snail's problem when they were about to move?

- a. “Will I build another house?”
- b. “How can I carry my very big house?”
- c. “What will happen to my biggest house?”
- d. “What if another snail will have a house bigger than mine?”

5. Why did the other snails leave the little snail behind?

- a. He eats too much grass.
- b. They did not want to be with him.
- c. They could not move his very big house.
- d. The little snail did not want to leave its house.

6. Which of the following did the little snail think at the end?

- a. "My friends did not help me at all."
- b. "I should have stored more grass and leaves in my house."
- c. "Father was right. I should have a house that is easy to carry."
- d. "Never mind if I stay behind. I have the biggest house anyway."

7. Which of the following will most likely happen to the little snail?

- a. It will die of hunger.
- b. It will destroy its house.
- c. It will follow the other snails.
- d. It will live happily on the farm.

Source: Philippine Informal Reading Inventory Manual

Silent Reading

Grade 2 Level:

Nat takes a Nap

Nat will nap. He will nap on his bed. But Nat wet the bed.

He cannot nap. Nat is sad. Mama gets Nat. Nat has his nap.

Questions:**1. Who will nap?**

- a. Matt
- b. Nat
- c. Pat

2. Where did he want to nap?

- a. in the bed
- b. up the bed
- c. on the bed

3. Why was he not able to take a nap?

- a. Mama was not there.
- b. It was not time to nap.
- c. He did not want to get wet.

4. Who helped him have his nap?

- a. Mama
- b. Papa
- c. No one

5. What did he feel when Mama got him?

- a. glad
- b. sad
- c. afraid

Source: Philippine Informal Reading Inventory Manual

Grade 3 Level:

Waiting for Her Sister

Mara sat by the school gate. It was the end of the day. Mara looked at her watch.

“Where is Ate Mila?” she asked. Mara looked at her watch again. At last, Mila has come to pick her up. “Let’s go home. Mama said it’s time for dinner,” says Mila.

“I am glad you are here,” says Mara.

Questions:

1. What did Mara want to do?

- a. go home
- b. go to school
- c. go on a long trip

2. Why was Mara by the school gate?

- a. She could not carry her big school bag.
- b. She was waiting for her sister.
- c. She wanted to know the time.

3. What part of the day was it?

- a. the start of the school day
- b. the middle of the school day
- c. the end of the school day

4. What does the phrase "pick up" mean?

- a. to get from the floor
- b. to fetch someone and bring them home
- c. to deliver something from one place to another

5. Why did Mara keep looking at her watch?

- a. She wanted to check for the time.
- b. She was worried that it was getting late.
- c. She wanted to know the time that Mila left.

6. Which of these is the best thing for Mila to do so that Mara will not be so worried? Mila should _____.

- a. come on time
- b. give her a big hug
- c. bring a friend along

Grade 4 Level:

Wake Up!

Every Saturday, Manuel goes to market with his father, Mang Ador. They always pass by Aling Juaning's stall to buy meat. They go to Mang Tinoy's for fresh vegetables. They also visit Aling Tita's seafood section. Whenever Mang Ador buys something, Manuel always tries to predict what his father will cook for lunch. Today, Mang Ador bought tamarind, tomatoes, string beans, radish, and shrimp. "I know what we will have for lunch," says Manuel happily. Can you guess it, too?

Questions:

1. What woke Toto's family up?

- a. a fire truck
- b. a loud knock
- c. shouts from the neighbors

2. Which of these details tells us that this story happened in the evening?

- a. Toto's family was home.
- b. Toto's family was asleep.
- c. Toto's family had to dress up.

3. Which answer best explains why his family was in a hurry?

- a. The firefighters were almost there.
- b. The fire was very near.
- c. It was getting late.

4. Who helped them flee from the fire?

- a. the firefighters
- b. the neighbors
- c. their relative

5. Which of these words best describes the family?

- a. alert
- b. helpful
- c. trustworthy

6. Which advice in the story tells us how to avoid getting burned?

- a. call for help
- b. dress up quickly
- c. wrap yourself in a wet towel

Grade 5 Level:

The Great Runner

Atalanta is a lovely princess and a great runner. One day, her father told her, “It’s time you get married.” “I will marry a man who will beat me in a race,” replied Atalanta. Many young men tried their luck. But they all lost. Hippomenes asked the goddess of love for help. “Here are three golden apples,” she said. “During the race, throw one apple in front of Atalanta. She will stop to pick it up. That should slow her down.” Hippomenes heeded her advice and won the race. Thus, Atalanta became his wife.

Questions:

1. Which sentence says something about Atalanta?

- a. She did not want to get married.
- b. She was an obedient daughter.
- c. She was a great runner.
- d. She loved Hippomenes.

2. What kind of man would she marry?

- a. a kind prince
- b. a clever ruler
- c. a great runner
- d. a handsome man

3. Hippomenes became Atalanta's _____.

- a. friend
- b. enemy
- c. adviser
- d. husband

4. Many tried their luck. When one tries his luck, he _____

- a. always wins.
- b. is sure to win.
- c. really wants to win.
- d. attempts to win.

5. Hippomenes heeded Aphrodite's advice. The synonym of heeded is

- a. followed
- b. disobeyed
- c. laughed at
- d. disregarded

6. Who was Aphrodite?

- a. the godmother of Hippomenes

- b. the mother of Atalanta
- c. the goddess of love
- d. the great teacher

7. How did the golden apples help Hippomenes win?

- a. They had magic powers.
- b. They made Atalanta sleepy.
- c. They delayed Atalanta during the race.
- d. They gave Hippomenes strength in running.

Source: Philippine Informal Reading Inventory Manual

● **Post-Test Passage**

Grade 2 Level:

The Bib

Bim-bim has a bib. It is from Tina. The bib is red. It is pretty.

But the bib is big. Will this fit? “I will get a pin,” says Dad. “There. It fits!”

Questions:

1. Who has a bib?

- a. Den-den
- b. Bim-bim
- c. Tin-tin

2. What is the color of the bib?

- a. red
- b. pink
- c. yellow

3. Who gave the bib?

- a. Dad
- b. Mama
- c. Tina

4. What is the problem with the bib?

- a. It is big.
- b. It is wet.
- c. It has a rip.

5. How did the bib fit Bim-bim?

- a. Mama cut it.
- b. Grandma fixed it.
- c. Dad put a pin on it

Source: Philippine Informal Reading Inventory Manual

Grade 3 Level:

A Happy Place

“Come with me,” says Dan. “Where will we go?” Mina asks. “We will go to a happy place that has lots of balloons.” “We will play, dance, and run. We will have so much fun.

We will eat orange cake that our mom and dad baked.”

“And then we will sing, Happy birthday, dear Benny!”

Questions:

1. Who asked Mina to go to a happy place?

- a. Mom
- b. Dan
- c. Dad

2. What word says something about the happy place?

- a. quiet
- b. noisy
- c. far

3. What will the children do in a happy place?

- a. They will sing, skip and hop.
- b. They will read, write and count.
- c. They will dance, run and play.

4. Whose birthday is it?

- a. Dan
- b. Mina
- c. Benny

5. Which word tells what Dan feels?

- a. sad
- b. afraid
- c. excited

6. What is the best response that Benny can make after seeing Dan and Mina?

- a. I’m glad you came.
- b. I can’t wait to go home.
- c. I want to sing with you.

Grade 4 Level:

The Tricycle Man

Nick is a tricycle man. He waits for riders every morning. “Please take me to the bus station,” says Mr. Perez. “Please take me to the market,” says Mrs. Pardo. “Please take us to school,” say Mike and Kris. “But I can take only one of you,” says Nick to the children. “Oh, I can sit behind you Nick,” says Mr. Perez. “Kris or Mike can take my seat.” “Thank you, Mr. Perez,” say Mike and Kris.

Questions:

1. Who is the tricycle man?

- a. Mike
- b. Nick
- c. Mr. Perez

2. What was Nick’s problem?

- a. There was a lot of traffic.
- b. He could not take the children to school.
- c. There was only one seat for either Kris or Mike.

3. How many riders did the tricycle man have?

- a. two
- b. four
- c. three

4. Who helped solve Nick’s problem?

- a. Mr. Perez
- b. Mrs. Pardo
- c. another tricycle driver

5. Which word describes Mr. Perez?

- a. kind
- b. strict
- c. proud

6. Which happened last?

- a. Mr. Perez told Nick to take him to the bus station.
- b. Mrs. Pardo told Nick to take her to the market.
- c. Kris and Mike told Nick to take them to school.

Grade 5 Level:

Trading Places

On a trip to a university, the driver told the professor, “I’ve heard you give this speech many times. I can deliver it for you.” The professor said, “The people in this university haven’t seen me yet. Give the lecture. I’ll pretend to be your driver.” When they arrived, the driver was introduced to be the professor. He gave an excellent speech. Everybody applauded. Afterwards, somebody asked a question which the driver couldn’t answer. In order to get out of the sticky situation, he said, “Oh, that’s such an easy question. Even my driver can give you the answer!”

Questions:

1. Why did the university invite the professor?

- a. to give a test
- b. to give a lecture
- c. to donate books
- d. to attend classes

2. Why was it easy for the driver to pretend he was the professor?

- a. The professor looked like the driver.
- b. The driver dressed up like the professor.
- c. The driver was as intelligent as the professor.
- d. The participants have not seen the professor yet.

3. Why was the selection entitled Trading Places?

- a. The driver could answer the question asked.
- b. The professor exchanged roles with the driver.
- c. The driver exchanged seats with the professor.
- d. The professor seated himself with the audience.

4. Based on the selection, how would you describe the professor?

- a. a boring lecturer
- b. an excellent driver
- c. a humorous person
- d. a generous employer

5. The driver tried to get out of a sticky situation. What was the sticky situation?

- a. A participant recognized the professor.
- b. The driver could not deliver the lecture.
- c. The professor could not move from his seat.
- d. The driver did not know what to answer.

6. Why did the driver say “Even my driver can give you the answer!”?

- a. to admit that even he did not know how to answer
- b. to stop the audience from asking more questions
- c. to stop the real professor from answering the question
- d. to prove to the participants that the question was easy

7. He gave a very good speech and everybody applauded. Another word for applauded is _____.

- a. kept very quiet
- b. started to leave
- c. clapped their hands
- d. asked him to speak louder

Source: Philippine Informal Reading Inventory Manual

APPENDIX H

KEY ANSWERS PER PASSAGE

- **Pre-Test Passage**

Summer Fun

1. c
2. a
3. a
4. b
5. c
6. b

- **Reading Enhancement Activities Passage**

One-on-One Reading

Grade 2 Level:	Grade 3 Level:	Grade 4 Level:	Grade 5 Level:
-----------------------	-----------------------	-----------------------	-----------------------

Pam's Cat	Summer Fun	Get Up Jacky	The Cow and the Carabao
-----------	------------	--------------	----------------------------

- | | | | |
|------|------|------|------|
| 1. b | 1. c | 1. c | 1. a |
| 2. c | 2. a | 2. a | 2. c |
| 3. c | 3. a | 3. b | 3. b |
| 4. c | 4. b | 4. a | 4. b |
| 5. b | 5. c | 5. b | 5. a |
| | 6. b | 6. c | 6. d |

A Hot Day	A Rainy Day	Waiting for the Peddler	7. c
-----------	-------------	----------------------------	------

- | | | | |
|------|------|------|-----------------|
| 1. c | 1. c | 1. b | Pedrito's Snack |
| 2. a | 2. b | 2. c | 1. a |
| 3. c | 3. c | 3. a | 2. b |
| 4. b | 4. c | 4. a | 3. a |
| 5. a | 5. a | 5. b | 4. a |
| | 6. b | 6. c | 5. c |

Group Reading

Grade 2 Level:	Grade 3 Level:	Grade 4 Level:	Grade 5 Level:
-----------------------	-----------------------	-----------------------	-----------------------

Al's Bag	Ben's Store	Anansi's Web	The Snail with the Biggest House
----------	-------------	--------------	----------------------------------

- | | | | |
|------|------|------|------|
| 1. a | 1. a | 1. b | 1. d |
| 2. a | 2. b | 2. b | 2. a |
| 3. c | 3. b | 3. b | 3. c |
| 4. a | 4. c | 4. a | 4. b |
| 5. b | 5. b | 5. a | 5. c |
| | 6. a | 6. c | 6. c |
| | | | 7. a |

Silent Reading

Grade 2 Level:	Grade 3 Level:	Grade 4 Level:	Grade 5 Level:
Nat takes a Nap	Waiting for Her Sister	Wake Up!	The Great Runner
1. b	1. a	1. b	1. c
2. c	2. b	2. b	2. c
3. c	3. c	3. b	3. d
4. a	4. b	4. c	4. d
5. a	5. b	5. a	5. a
	6. a	6. c	6. c
			7. c

- **Post-Test Passage**

Grade 2 Level:	Grade 3 Level:	Grade 4 Level:	Grade 5 Level:
The Bib	A Happy Place	The Tricycle Man	Trading Places
1. b	1. b	2. b	1. b
2. a	2. b	3. c	2. d
3. c	3. c	4. b	3. b
4. a	4. c	5. a	4. c
5. c	5. c	6. a	5. d
	6. a	7. c	6. b
			7. c

APPENDIX I

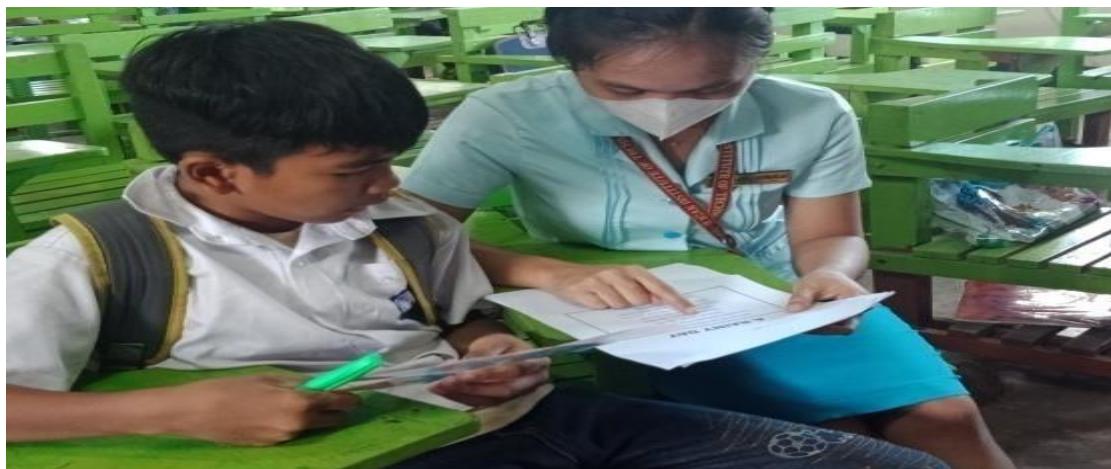
DOCUMENTATION DURING THE CONDUCT OF THE STUDY

Date: November 14, 2022

Venue: Iligan City Central School

Week 1: One-on-one Reading Aloud

Passages: Pam's Cat, Summer Fun, Get Up Jacky, and The Cow and the Carabao

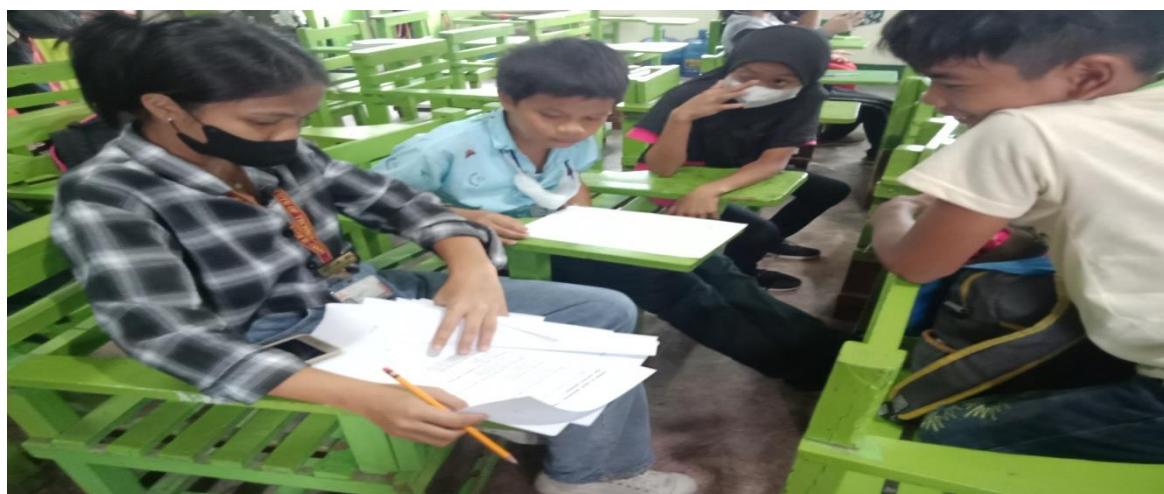


Date: November 21, 2022

Venue: Iligan City Central School

Week 2: One-on-one Reading Aloud

Passages: A Hot Day, A Rainy Day, Waiting for the Peddler, Pedrito's Snack

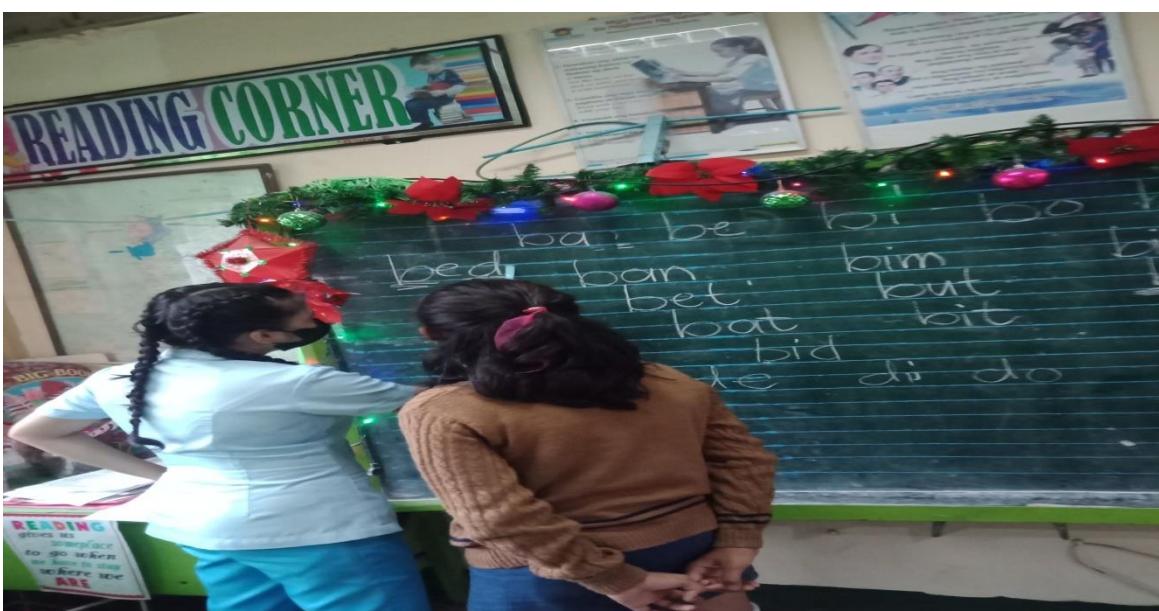


Date: November 28, 2022

Venue: Iligan City Central School

Week 3: Group Reading

Passages: Al's Bag, Ben's Store, Anansi's Web, The Snail and the Biggest House



Date: December 5, 2022

Venue: Iligan City Central School

Week 4: Silent Reading

Passages: Nat takes a Nap, Waiting for Her Sister, Wake Up, The Great Runner





CURRICULUM VITAE

MICHELLE DANE JANULGUE
0926-171-5142 • michelldane.janulgue@g.msuiit.edu.ph



EDUCATION

Tertiary

Mindanao State University - Iligan Institute of Technology
 Bachelor of Elementary Education, Major in Language Education
 2019- present

Secondary

Senior High School
 Iligan City National High School
 Humanities and Social Sciences
 2016- 2018

Junior High School

Iligan City National High School
 Science Curriculum
 2012-2016

Elementary

Iligan City North I - Central School
 2005-2012

TEACHING AND MENTORING EXPERIENCE

- Mentorship for Young Lectors of St. Michael's Parish
 January 2023 - present
- Teaching Assistant at Iligan City Central School
 November - December 2022
- Volunteer Teacher at Luinab Elementary School
 August 2022
- Flores De Mayo Catechist
 May 2015

PROFESSIONAL/TECHNICAL SKILLS

- Creativity
- Adaptability
- Communication
- Video Editing
- Canva Layout Design

LANGUAGES

Cebuano: Fluent & Proficient
 Filipino: Fluent & Proficient
 English: Fluent & Proficient

CURRICULUM VITAE

FRESHIAN LAINE SAYOMANLAO
0981-6199-128 • freshianlaine.sayomanlao@g.msuiit.edu.ph



EDUCATION

Tertiary

Mindanao State University - Iligan Institute of Technology
 Bachelor of Elementary Education, Major in Language Education
 2019- present

Secondary

Senior High School
 Salvador National High School
 General Academic Strand
 2017- 2019

Junior High School

Salvador National High School
 2013-2017

Elementary

Sudlon Elementary School
 2007-2013

TEACHING EXPERIENCE

- Teaching Assistant at Iligan City Central School
 November - December 2022
- Volunteer Reading Facilitator at San Luis Elementary School
 August 2022

PROFESSIONAL/TECHNICAL SKILLS

- Video Editing
- Photoshop
- PowerPoint Presentation

LANGUAGES

Cebuano: Fluent & Proficient
 Filipino: Fluent & Proficient
 English: Fluent & Proficient

CURRICULUM VITAE

KIMBERLY DIANNE TAMBOG
0965-452-6264 • kimberlydianne.tambog@g.msuiit.edu.ph



EDUCATION

Tertiary

Mindanao State University - Iligan Institute of Technology
 Bachelor of Elementary Education, Major in Language Education
 2019- present

Secondary

Senior High School
 Tomas Cabili National High School
 Information Communication Technology
 2017-2019

Junior High School

Tomas Cabili National High School
 2013-2017

Elementary

Napocor Elementary School
 2007-2012

TEACHING AND MENTORING EXPERIENCE

- Teaching Assistant at Iligan City Central School
 November - December 2022

PROFESSIONAL/TECHNICAL SKILLS

- Hardworking
- Flexibility
- Powerpoint presentation
- Computer assembly and disassembly

LANGUAGES

Cebuano: Fluent & Proficient
 Filipino: Fluent & Proficient
 English: Fluent & Proficient