

Enhancing Literacy: A Comparative Analysis of the Effectiveness of PROJECT BEAR and ARANGKADA PAGBASA Reading Interventions in Claver National High School (SY 2022-2024)

Abstract

Enhancing Literacy: A Comparative Analysis of the Effectiveness of PROJECT BEAR and ARANGKADA PAGBASA Reading Interventions in Claver National High School (SY 2022-2024)", this study determine which of the two reading intervention programs is effective in lessening the number of struggling readers in Claver National High School.

Specifically, it seeks to answer the following questions: 1. What is the performance of the learners prior to their participation in the implementation of PROJECT BEAR AND ARANGKADA PAGBASA Project? 2. What is the performance of the learners after their participation in the implementation of the PROJECT BEAR AND ARANGKADA PAGBASA Project? 3. Is there a significant difference in the performance of the learners before and after participating in the implementation of the PROJECT BEAR and ARANGKADA PAGBASA Project? 4. Which is the most effective reading intervention project and what are the factors contributing to its effectiveness?

Results of the study showed that struggling readers have significantly improved in their reading performance upon undergoing the two reading interventions which means that the two reading interventions: PROJECT BEAR and ARANGKADA SA PAGBASA PROJECT has both contributed to improvement of the struggling readers in varying ways. Thus, in conclusion both projects were very effective in helping lessen the number of struggling readers in Claver National High School.

The study also acknowledges the importance of parental and community involvement in education and recognizes the significant role they play in supporting students' literacy development. By working together, educators, parents, and the local government aimed to create a supportive and conducive learning environment for students, ultimately enhancing their literacy skills and overall academic performance.

Through this research study, valuable lessons can be learned about the effectiveness of intervention programs in education and the power of collaboration among various stakeholders. The findings of this study can inform future initiatives aimed at addressing literacy gaps and improving educational outcomes in similar contexts.

Overall, the research study Enhancing Literacy: A Comparative Analysis of the PROJECT BEAR and ARANGKADA PAGBASA Reading Interventions in Claver National High School (SY 2022-2024) sheds light on the importance of collaborative efforts in improving literacy outcomes and provi literacy gaps among students.

Keywords: Literacy Intervention Struggling Readers Educational Landscape Collaborative Efforts Teachers Parents School Personnel Stakeholders Local Government Unit (LGU)

1. Introduction

According to an article written by Williams (2023), Reading is a fundamental skill that students need to acquire to be successful in their academic and personal lives. However, not all students develop fluency in reading. Fluency in reading refers to the ability to read with accuracy, speed, and expression. It is more than just reading words on a page; it involves comprehension and an understanding of the text. Fluent readers can read smoothly and automatically, without stopping or hesitating, and can focus on the meaning of the text. Fluency is an essential component of reading, and students who lack

fluency skills often struggle with comprehension, vocabulary development, and overall academic success. Students who struggle with fluency skills are at risk of falling behind academically. A lack of fluency skills can impact reading comprehension, vocabulary development, and overall academic performance.

Poor reading ability among Filipino learners has been a never ending problem in the Philippines. As reflected on the PISA (Programme for International Student Assessment) published in 2019, the Philippines ranked last among 79 participating countries in reading and second to last in Math and Science. The said results awaken everybody most especially the Department of Education. For that reason, DepEd initiated various activities that would strengthen the reading skills of the learners.

Every Child A Reader Program (ECARP) is a DepEd initiated national program that addresses the thrust of the Department of Education (DepEd) to make every child a reader at his/her grade level. It is designed to equip elementary pupils with strategic reading and writing skills to make them independent young readers and writers. ECARP is implemented through the following components: Reading Recovery (RR), Philippine Informal Reading Inventory (Phil-IRI) and Philippine Word Lists in English (PWLE).

Reading Recovery (RR) is an early literacy intervention designed to reduce reading and writing difficulties in school. On the other hand, Informal Reading Inventory (Phil-IRI) is the assessment component of ECARP. It is a nationally-validated assessment tool for measuring the reading proficiency level of public elementary pupils in both English and Filipino languages. It is an informal reading inventory composed of graded passages designed to determine the individual student's performance in oral reading, silent reading, and listening comprehension. Those three types of assessment aim to find the student's independent, instructional, and frustration level. (Deped Order No. 50, s.2012)

Many interventions were also crafted and implemented by the different schools all over the country to lessen the number of Filipino learners who are marked as struggling readers.

At the start of school year 2021 – 2022, the Phil-IRI (Pre-test) was conducted to all incoming Grade 7 – 12 learners of Claver National High School to assess and determine their reading proficiency. Results of the Phil-IRI (Pre-test) revealed two hundred eleven (211) learners of Claver National High School belongs to under frustrated level or are marked as struggling readers.

Based on the results of the Phil-IRI (Pre-test), Claver National High School designed PROJECT B.E.A.R (*Being Excited About Reading*) S.Y. 2022-2023 and ARANGKADA PAGBASA PROJECT S.Y. 2023 - 2024 to provide reading opportunities among students especially those who were significantly marked as struggling readers or under frustrated level in support to DepEd's ECARP Program.

Reducing the number of struggling readers and bringing out the interest of the learners to participate are the objectives of this intervention. This study examines the qualitative and quantitative outcomes of this collaborative pedagogical approach over the two years and seeks to identify which intervention is effective by finding out whether the two interventions have addressed the problem and has helped reduced the number of identified struggling readers of Claver National High School.

Research Questions

The major objective of this study is to compare the reading intervention programs "PROJECT BEAR" for the School Year 2022-2023 and "ARANGKADA PAGBASA" for the School Year 2023-2024 which both aim to reduce the number of struggling readers in school and to bring out the learners to participate in the project. The study covers the two school calendar years 2022-2023 and 2023-2024 and aims to answer the following questions:

1. What is the performance of the learners prior to their participation in the implementation of PROJECT BEAR AND ARANGKADA PAGBASA Project?
2. What is the performance of the learners after their participation in the implementation of the PROJECT BEAR AND ARANGKADA PAGBASA Project?
3. Is there a significant difference in the performance of the learners before and after participating in the implementation of the PROJECT BEAR and ARANGKADA PAGBASA Project?

4. Which is the most effective reading intervention project and what are the factors contributing to its effectiveness?

Literature Review

Parker, Holland, & Jones (2013), conducted a study on “The Effectiveness of Two Reading Intervention Programs in a South Texas Urban School District” which studied the two intervention programs, READ 180 and Voyager Journeys III, in South Texas Urban School to calculate the effectiveness of each reading intervention program. Students’ pretest and posttest performance on Scholastic Reviewing Inventory (SRI) and the effect of the programs on Texas Assessment of Knowledge and Skills (TAKS) test results were analyzed. The results indicated that students enrolled in Voyager Journeys III had statistically significant higher results on Scholastic Reading Inventory posts tests when using the pretests as the covariate. Students enrolled READ 180 had statistically significant higher test results on the 2011 ninth grade Reading TAKS scores when compared to students enrolled in Voyager Journeys III for the same year.

Roberts, et al... (2019) investigated the impact of reading intervention on ratings of student attention over time. Findings indicate that intensive, response-based reading intervention over 3 years improved reading achievement and behavioural attention in middle school struggling readers, with treatment directly affecting reading

A study was also conducted by Brigg (2017) that examines the effectiveness of the reading intervention programs provided at the participating elementary school. Findings show that RI students made significant reading gains; however, two assessment measures indicated that RI students did not make more growth in reading ability than Non-RI students when grouped by interventions. The LLI Read Naturally, and teacher-created interventions yielded highly significant gains using both assessment measures. The Read 180 program showed significant gains in one measure, and the students in the iReady program did not demonstrate significant gains compared to the other interventions.

2. Materials and Methods

2.1. Research Design

This study employs a quasi-experimental research design with a comparative approach. The two reading intervention programs, PROJECT BEAR (School Year 2022-2023) and ARANGKADA PAGBASA (School Year 2023-2024), will be compared to assess their effectiveness in reducing the number of struggling readers.

2.2. Participants

The study make use of purposive sampling approach hence the respondents were the Claver National High School learners coming from the different grade levels who are identified as struggling readers in both School Year 2022-2023 and School Year 2023-2024 will be the participants.

2.3. Data Analysis

The data gathered in this study was analyzed using:

Analysis of Variance (ANOVA) to determine if there is a significant difference in the reading performance of the learners after undergoing the two reading interventions: PROJECT BEAR and ARANGKADA PAGBASA.

2.4. Procedures

Implementation of Activities:

2.4.1. PROJECT BEAR

Having the desire to make every child a reader and to promote love for reading, and for PROJECT B.E.A.R to continuously realize amid the Covid-19 pandemic, the following activities were initiated by Claver National High School headed by Mrs. Marisol M. Galido, School Principal IV, Rodelio P. Cortez, Head Teacher-Designate/ English Subject Coordinator; Janine D. Francia, Reading Coordinator, English and Filipino teachers. To practice reading amid the pandemic,

learners were given reading materials to practice reading at home. Parents and neighbors had a major role this time since they will serve as a facilitator on the reading performance of their child.

Reading Caravan was conducted on May 11, 2022, at Barangay Cabugo, Claver, Surigao del Norte. All Grade 7 learners near the barangay were called to participate the said event. The main objectives of this activity is to encourage learners to enjoy reading; to inspire struggling learners to join the activities without feeling left out; to encourage maximum participation of the learners in various activities; to stimulate the interest of the learners in language learning through worthwhile activities; to instill the importance of language especially the macro skills: reading, writing, listening, speaking, and viewing in daily living. Activities such as story telling- facilitated by Mrs. Regine B. Paqueo, Four pics in one word- facilitated by Mrs. Emdaliza D. Cortez , Japanese walk – facilitated by Mrs. Janine D. Francia, Word escape- facilitated by Mrs. Maricel Samontina, and Action Word – facilitated by Mrs. Divina Barriga. made the reading caravan lively and memorable.

Moreover, Phil-IRI (Post-Test) was administered on the third week of May at Grade 7 building, Section Happiness, Claver National High School. The 477 learners who got scores 14 and below in the group screening test underwent the Phil-IRI Post-test.

Activities	Persons Involved	Resources	Time Frame	Outputs
Reading caravan - Reading teacher volunteers together with the volunteers will have a reading caravan on a chosen barangay.	Language teachers Reading teacher volunteers Grade 7 and 8 learners	LCD Projector Hand-outs Audio-Visual aids Reading materials Games paraphernalia Snacks for the participants	March 18, 2023 and April 30, 2023	- Learners are able to read and comprehend what they are reading - Increased enthusiasm in reading among the struggling readers - Narrative report and liquidation

				n will be sub mitte d on time.
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Table 1. ACTION PLAN ON BRIGADA PAGBASA: PROJECT BEAR (BEING EXCITED ABOUT READING) IN TIME OF THE PANDEMIC: READING CARAVAN 2023.

2.4.2. ARANGKADA PAGBASA

The school's Language teachers conducted the pretest for Philippine Informal Reading Inventory (Phil-IRI) among the incoming Grade 7 to 12 learners. Learners with frustration levels in word recognition were identified and a project proposal was submitted to the Local Government Unit of Claver. A project launching was initiated to orient the teachers, learners, and parents about the new reading intervention project. A series of meetings and learning sessions were conducted among language teachers before the implementation. Reading tutorials were implemented every Friday for two to three hours. Attendance and reading progress were strictly monitored and a reading assessment was conducted by LGU volunteers at the culmination of the project.

The project was in partnership with the Local Government Unit of Claver. Free snacks were given to the participants every reading session. Free transportation was provided to learners living in far-flung Barangays of Claver. Passers during assessment received 2,000 pesos during the culmination program from LGU Claver. This is also in coordination with the school's Guidance Counselor for the strict monitoring of attendance and misbehavior during reading sessions.

Data of oral reading pretest results in English for SY 2022 -2023 shows that 105 out of 482 Grade 7 learners and 106 identified learners from Grade 8 to 12 are under frustration level in word recognition.

This startling data needs immediate remediation as DepEd Memorandum No. 173, s.2019 states that to address the aforementioned gaps, there is a need to strengthen the reading proficiency of every learner and to nurture a culture of reading which is a requisite skill in all content areas.

Table 2. Monitoring and Evaluation Tool for Project BEAR (Being Excited About Reading)

Direction: Please put a check “” mark on the box where your response to every question belongs.

	YES	NO
Before		
1. Do all language teachers conduct the pre-reading assessment as stipulated in the PHIL-IRI?		
2. Do all language teachers identify the reading rate level of learners?		
3. Do the reading coordinator submit the report to the		

school head?		
4. Do the reading coordinator discuss with the school head the findings and their plans for intervention?		
5. Do the reading coordinator conduct orientation to colleagues, learners, parents and other stakeholders?		
<i>During</i>		
1. Do the implementors conduct reading program at least three (3) times a week?		
2. Do the implementors sustain the reading program until before the scheduled PHIL-IRI post assessment?		
3. Do the implementors provide adequate and suitable reading materials?		
4. Do the learners receive proper treatment (e.g. learning environment and psychosocial support) that makes learning child-centered?		
5. Do the external stakeholders acted out to help in the implementation of the program?	<p>If YES, please specify</p> <p>_____</p> <p>_____</p>	
<i>After</i>		
1. Do all language teachers conduct the post-reading assessment as		

stipulated in the PHIL-IRI?		
2. Do the reading coordinator submit the report to the school head?		
3. Do the program lessen at least 50% of those identified learners under frustration rate level?		
3. Do the program lessen at least 50% of those identified learners under frustration rate level?		
4. Do the implementors give feedback about the progress of the learners to the stakeholders (esp. learners, parents, and other concerned stakeholders)?		
5. Do the learners receive incentives or rewards?		

Comments/Suggestions:

Evaluated by:

3. Results and Discussions

3.1. PROJECT B.E.A.R (2022-2023)

The 477 learners who got scores 14 and below in the group screening test underwent the Phil-IRI Post-test.

Table 3.. English Post-Test Results:

Reading Level	Word Recognition	Reading Comprehension	Reading Rate
Independent Level (%)	62.37	62.16	62.37

Instructional Level (%)	24.32	23.38	25.99
Frustration Level (%)	12.42	13.72	10.81

Table 4. Filipino Post-Test Results:

Reading Level	Word Recognition	Reading Comprehension	Reading Rate
Independent Level (%)	69.23	64.86	63.62
Instructional Level (%)	22.00	23.08	25.27
Frustration Level (%)	7.90	11.23	9.98

3.2. ARANGKADA PAGBASA (2023-2024)

The 482 learners who got scores 14 and below in the group screening test underwent the Phil-IRI, Post-test English Post-Test Results:

Table 5 English Post-Test Results:

Reading Level	Word Recognition	Reading Comprehension	Reading Rate
Independent Level (%)	61.20	58.92	62.65
Instructional Level (%)	29.04	34.85	33.19
Frustration Level (%)	9.72	6.22	4.14

Table 6. Filipino Post-Test Results:

Reading Level	Word Recognition	Reading Comprehension	Reading Rate
Independent Level (%)	60.16	22.82	61.20

Instructional Level (%)	58.71	28.83	24.89
Frustration Level (%)	15.56	12.44	14.50

There is a variation in the performance of learners between the two projects. While "PROJECT B.E.A.R (2022-2023)" showed relatively higher percentages of learners at the Independent Level, "ARANGKADA PAGBASA (2023-2024)" indicates some shifts towards the Instructional Level. The decrease in the percentage of learners at the Independent Level, especially in Filipino reading comprehension, suggests the need for further examination of teaching strategies and interventions to address specific challenges in achieving independent reading proficiency. Additionally, the decrease in the Frustration Level in both projects suggests that the interventions and reading activities implemented have positively impacted learners' ability to handle more challenging texts. Further analysis and targeted interventions may be necessary to address specific areas of concern, particularly in reading comprehension in Filipino.

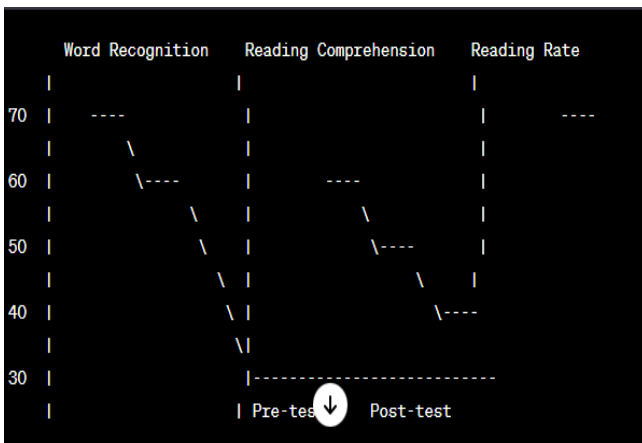


Fig 1 :Comparison of Pre-Test and Post-Test

This table allows for the comparison of Two Project's Pre-Test and Post- English and Filipino post-test results across different reading levels and skills. The values in parentheses under the "Comparison" section indicate the change from "PROJECT B.E.A.R (2022-2023)" to "ARANGKADA PAGBASA (2023-2024)" for each corresponding category.

Figure 8 Comparison of Two Project's Pre-Test and Post-Test

	Reading Level	Word Recognition (%)	Reading Comprehension (%)	Reading Rate (%)
**PROJECT B.E.A.R. (2022-2023) **	Independent Level	62.37	62.16	62.37
	Instructional Level	24.32	23.26	25.99
	Frustration	12.42	13.72	10.81

	Level			
**ARANGK ADA SA PAGBASA (2023-2024) **	Independent Level	61.20	58.92	62.65
	Instructional Level	29.04	34.85	33.19
	Frustration Level	9.72	6.22	4.14

4. Conclusion and Recommendations

The report concludes that both Project B.E.A.R and ARANGKADA PAGBASA were successful in improving the reading skills of learners.

Stakeholder Collaboration:

The success of reading interventions relies on the collaborative efforts of school personnel, teachers, parents, volunteers, and the LGU of Claver. This collaboration

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