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## Development of a Reading Worktext for Grade Seven Students at the Frustration Level

Rona Andrea N. Tamayo, LPT  
Don Honorio Ventura State University, Bacolor, Pampanga, Philippines  
Corresponding Author email: [rona.tamayo@deped.gov.ph](mailto:rona.tamayo@deped.gov.ph)

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### Abstract

**Aim:** The primal aim of the study was the development of a reading worktext anchored on the needs of the learners and the results of reading teachers' validation.

**Methodology:** The myriad of data sets was collected using: (1) a needs assessment tool, (2) observation of learning action cell (LAC) sessions, (3) material evaluation tool for teachers, and (4) interview sessions among learners who were identified as struggling readers. Developmental research was used in the study to engineer the development of the reading worktext based on the ADDIE Model (analyzing, designing, developing, implementing, and evaluating). 136 Grade 7 students in the reading frustration level were assessed on their reading needs. Kuder-Richarson Formula 20 was used to analyze the inter-item consistency of the items. Content Validity Index (CVI) was used to measure the construct of the instrument that was used to evaluate the acceptability level of the reading worktext.

**Results:** The reading worktext was evaluated by experts in the field of teaching reading with a set of criteria on: (1) Acceptability Level of Content; (2) Clarity of the Reading Worktext; (3) Appeal of the Worktext to its target users; (4) Originality of the Reading Worktext; and (5) Readability of the Reading Worktext.

**Conclusion:** Based on the results of the needs assessment, oral reading fluency ORF is the superior weakness of readers. A reading worktext developed based on needs analysis and the validation of the reading readers proved to be useful to be used for learners at the frustration level in reading.

**Keywords:** developmental study, frustration level, worktext, struggling readers

### INTRODUCTION

Reading is indeed a catalyst for the development of students' skills in various subjects such as languages, arts, Mathematics, Science and Technology, History and Social Sciences. As a catalyst of student-learning development, reading can serve as a bridge to achieve satisfaction of the thirst for knowledge and information. Reading serves as a bridge that creates a way for individuals to connect to a bigger society. The skill of reading and knowing more about the world makes people continually explore and develop various forms of knowledge that lead to heightened development of how people thrive with their lives every day.

Many countries around the world have been directly and indirectly involved in the crafting and implementation of reading programs across public and private schools' curricula. School-implemented, district-implemented, nationwide reading programs have been an integral part of developing a nation's workforce quality and productivity. Educators should be provided with immense training to enhance a significant skill among their learners. Rigid trainings for reading teachers become necessary because reading is one of the vital set of skills that an individuals need. Reading as a skill helps people to maximize all the advantages brought about by education.

Reading materials have become the core of any implemented reading programs across the country. Oftentimes, the success of a reading program can be determined through the effectiveness of reading materials, and other available learning kits for students who are struggling to develop their reading ability. Research-based and carefully structured reading materials aided all people involved in the implementation of the reading program.



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It is widely acknowledged that there had been a myriad of research in educational psychology on how learners proceed with various stages of their reading development (Momanyi & Del Mundo, 2022; Muñoz & Sanchez, 2023; Salendab & Cogo, 2022; Salendab & Dapitan, 2021; Sanchez, 2022). Researchers have also been conducted to determine how learners should be guided in acquiring reading skills and in widening their horizons in reading development (Alferez, et al., 2023; Amihan & Sanchez, 2023; Carvajal & Sanchez, 2023; Salendab & Akmad, 2023; Salendab & Dapitan, 2021; Sanchez, Sanchez & Sanchez, 2023; Sanchez, et al., 2022). In contrast, all the results of various research endeavors in reading and its related sciences have not yet fully infiltrated educational policies and teaching practices. Teachers still strive to discover multiple opportunities to increase students' reading capabilities and skills.

More specifically, various forms of reading instructional materials have been made available for teaching reading to students in different developmental stages. On the contrary, problems in terms of lack of reading resources for specific needs of readers, lack of teachers' know-how to carry on a balanced and efficient reading classes, and dissatisfaction among parents and learners still resurface as issues in various units in the educational field. In order to address the numerous gaps between research endeavors and educational implementation aligned with the teaching of reading in different schools around the world, there should be a general agenda on forming holistically-defined and developmentally-efficient, and research-based principles on reading acquisition. This becomes the initial step to hamper the effects of what has been termed as 'reading wars' (Castles, Rastle & Nation, 2018).

In the selection of a reading text, consideration should be given not only to the language competence and communicative competence of the students. Preparation and evaluation of reading materials should consider the level of difficulty and background of the target readers and learners (Rokhmansyah, et al., 2021; Carvajal, Sanchez & Amihan, 2023; Salendab, 2021; Salendab, 2023; Sanchez, 2020a; Sanchez, 2023a; Sanchez & Sarmiento, 2020). A reading worktext for readers in the seventh grade at the frustration level should be prepared with an objective to give the students more familiarity of the words that they commonly use in school, at home and when gathering more information from other reading materials. A research-based and carefully validated reading worktext can be a primary reading resource in large and very large schools where there are a lot of identified readers at the frustration level.

A reading resource which aids the implementation of a structured reading program shall have concrete reading competencies, expected methodological teaching standards, and integration of computer technology in its implementation. Reading greatly helps learners to adjust with their peers and eventually become independent of acquiring and learning information around them. A reading program should not be viewed as an obsolete form of providing intervention for struggling learners. A reading program needs to have the elements of reading competencies; to wit: (1) phonics, (2) phonemic awareness, (3) fluency, (4) vocabulary, and (5) reading comprehension (Bansolay, 2018).

With the onset of computer technology as one effective aid to carry on with secondary students' education, ICT-integrated reading competencies may also be included for the reading program framework to be proven effective. It is important to note that reading programs have been set-up in different school divisions and schools; hence, national reading programs and projects have also been initiated. Consequently, many learners who reach junior high school are yet to achieve their optimal reading development. Many junior high schools have still identified several learners at their frustration reading level and they are categorized as 'struggling readers' (Aquino & De Vera, 2018).

Increasing the students' skills on the acquisition of necessary reading strategies such as vocabulary acquisition thereby improves all the other areas of reading development such as phonics, phonemic awareness, fluency, and comprehension. As stated in a study conducted by Durongbhandhu and Suwanasilp (2021), the multimodal glossing reading program has been by leaps more effective in holistic enhancement of reading skills as opposed to the use of textual glossing reading program. There is a high need for a thorough research study to prove what really works and what best fits the need of Filipino learners to improve a leap in their reading proficiency.

Teaching students to master vocabulary acquisition to enhance reading skills has also met some problems (Salendab & Laguda, 2023; Salendab & Sanchez, 2023; Salendab, Ocariza-Salendab & Sanchez, 2023; Sanchez, 2023b). During vocabulary acquisition, learners may happen to acknowledge lack of enough knowledge of words which may hinder them to comprehend a reading passage proficiently. It is in the situation mentioned that the need for a structured and rigorous reading program must be effectively implemented. For any kind of inaccuracies that may arise in the teaching of reading, an extensive reading program may be the best solution (Boutorwick, Macalister & Elgort, 2019).



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Development of English reading materials must be given much focus and attention as education becomes the forefront of every nation's interest for stability and economic success. The importance of pedagogies in English teaching and language learning development has increased throughout the years and this calls for an urgency for teachers to attend to the needs of children to be more capable readers. It was also mentioned how reading can contribute to character formation since reading provides avenues for imagination and appreciation experiences among young readers (Sari, 2019).

Ozbek and Girli (2017) mentioned that reading programs help a lot to aid students with learning difficulties. Some concrete carefully implemented and periodically monitored reading programs will always be one of the best practices that a school can conduct for the benefit of all types of learners. The purpose of their study was to identify the effectiveness of tablet-aided instruction in developing the reading fluency of children with learning disabilities. It showed how the preparation of a reading material can become an integral part in the implementation of a reading intervention program for students who highly need to be given much attention and guidance in developing their knowledge and skills.

In the studies conducted by Friedlander, Arshan, Zhou, and Goldenberg (2019), they had proven that the efficiency on the implementation of reading programs had created a great impact on the way reading instruction and the methodological reading concepts were provided. It was added that when reading materials were coupled with efficient reading strategies and instruction, the sustainability of learning can be assured. In a similar study conducted by Abeberese, Kumler, and Linden (2011) in the Philippines, it was found out that when effective reading materials were accompanied by carefully selected strategies by proficient reading teachers, Filipino students were able to adapt and make use of all the reading skills learned from the program.

As mentioned by Bender (2012), most of the elementary learners complete their primary education and no students were retained for having some concerns on reading or without even having the necessary and appropriate reading assessment. As they go on with schooling, students encounter difficulties on learning associated with lack of reading skills that should have capacitated them to move upward on the level of learning. The difficulties encountered by learners to gain knowledge of complex learning tasks may have resulted to anxiety and depression.

A robust, rigid, and structured reading program should be implemented across the curricula to address the gaps mentioned by (Bender, 2012) in his research study. A reading program should be implemented with uniformity across a division of city schools for its pilot implementation. A conducive reading and learning environment will fully capacitate students with the necessary skills they will need to effectively grasp high-leverage learning goals as 21st century learners.

Incoming seventh grade junior high school level students are expected to have experienced more challenges about reading as they are faced with complex learning tasks in various subjects as Languages, Mathematics, Science and Social Sciences. In addition, the effectiveness on the implementation of reading programs lies greatly on the preparation and training of teachers, availability of reading resources and the application of research-based learning principles. It is without doubt that all members of the school committee shall be involved in the preparation, planning, implementation and evaluation of division-based reading projects or programs.

The start of every academic year should be the initial phase of upholding the significance of reading programs which should not only be focused on laborious tasks to be assigned to teachers of languages department; hence, reading programs are highly recommended and intended to be the work of all teachers in each school. In some states in America, it was widely observed and studied that when students receive enough exposure to reading activities, their reading strategies develop, and they become more independent in enhancing reading skills they need to surmount more complex tasks in Mathematics, Sciences, Languages and Social Sciences.

When reading programs are widely and effectively implemented, it helps the teacher and the wider school community to better assist learners to become more productive in learning various tasks and acquiring set of learning skills (National Center for Educational Evaluation and Regional Assistance, 2011). Students are required to have acquired all the reading skills that they need for higher levels of learning before completing junior high school. Consequently, students were still observed to be lacking reading proficiency that they need to enter higher levels of learning. The situation only suggests that a reading program shall be implemented not only for the seventh-grade students who need it. Nonetheless, it has to continue until the identified struggling readers complete all junior high school levels.

In a similar study by Hopkins (2018), it was affirmed that reading programs alone will never be sufficient to sustain student improvement in different areas of learning. It is necessary to integrate supporting instructional improvement efforts to check on how teachers contextualize the reading program to their teaching plans, reading comprehension lessons and instructional learning needs and preferences of the learners. It is significant to look into





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the teachers' perspective on how the design of the reading program affect their current instructional plans and how do they plan to engage themselves to any possible changes that may be created to adjust on the provided schemata of the reading program.

In addition, he discovered that the teachers' way of educative planning to enhance the implementation of a reading program, their varying roles and perspectives on the program's use and effectiveness, and the teachers' familiarity with the reading program played a pivotal role in wide implementation and modification of the reading program. The findings from the study revealed that teachers can make use of core planning to adjust the teaching and learning processes that they make available for students to consistently develop their reading skills.

It has been continually mentioned in a number of research studies that reading problems tend to appear in the secondary level which signals that secondary schools should be including rigid remediation and intervention programs to help the struggling readers during their high school years (Guerin & Murphy, 2015). Consequently, there were few instituted reading programs in the high school setting which results in learners having more difficulties with building up vocabulary, sight reading and reading comprehension (Southland & Goo, 2019). Most students who enter high school with reading related weaknesses are at risk to develop more problems in reading when they are presented with complex reading tasks having the absence of scaffolding strategies to help them address prior reading concerns (Wexler, Vaughn, Denton & Roberts, 2010).

Reading is a common predictor for students improved academic performance. Thus, reading becomes a pre-requisite skill to learn more complex concepts on analysis, problem-solving and reasoning. It is then imperative to develop a multilevel intervention program to develop the reading skills of secondary students. A comprehensive program to capacitate students on reading should be coupled with qualification, expertise and dedication of the reading teacher-facilitators as well as motivation and a great deal of support from parents and guardians of the target readers (Naeghel, Keer, Vansteenkiste & Rosseel, 2012).

Reading has five salient components which are (1) phonemic awareness; (2) phonics; (3) vocabulary; (4) oral reading fluency; (5) reading comprehension and from which oral reading fluency becomes the central part. Hawkins, Hale, Sheeley and Ling (2010). In addition, Hawkins, Hale, Sheeley and Ling (2010) emphasized that oral reading fluency refers to an individual's ability to read words and other reading materials with less effort and with fluidity. Moreover, students who are struggling with oral reading fluency did not have enough exposure on reading text and reading drills or practices which may result to limited vocabulary and poor reading comprehension. The most significant role of comprehensible input is the high level of exposure to the language through reading or listening that gives way to continuous improvement of grammar and vocabulary. In addition, learners who were indulged in a series of reading interventions and remediation thereafter develop high amount of motivation to understand more complex reading materials. Learners realize how vital reading activities are in their academic undertaking when given sufficient amount of time to develop as critical and creative readers (Al Roomy & Alhawsawi, 2019). It was also emphasized that the overall plan of a reading intervention program is critical to its success; thus, the notion that huge amount of reading activities embedded on the reading instructional materials has direct link to developing young readers to be effective readers is inaccurate.

The quality of the reading intervention programs made available for students who are struggling to read may trace its efficiency to the design of the activities in the reading instructional materials used. The design of the activities should serve as scaffolds for the students to dramatically develop their reading strategies. When reading activities are carefully structured, the learners easily proceed from the easiest tier to more challenging tiers of developing their reading skills. Moreover, the way reading is taught can become the most integral part of a reading intervention program. The reading materials should be carefully designed by experts and must be suitable to the level of the students so as not to promote frustrations among young readers. A reading program without careful planning is not relevant to the success of a school in developing good and effective readers (Al Roomy & Alhawsawi, 2019).

It has long been debated how reading remediation programs helped raise the quality of student learning and defined students' achievement in the classroom. Consequently, language teachers are still facing the inevitable increase in the number of unmet competencies and target objectives and an increase in failure among learners. Undeniably, intervention has been overseen and its reinforcement has not yet been holistically tapped. As a researcher and an educator, one should be determined to tap on every opportunity in maximizing student-learning in the classroom.

The first phase or tier of an intervention in a language classroom should be "Quality Instruction" that would allow every teacher to identify its five dimensions: (1) Purpose; (2) Curriculum and Pedagogy; (3) Student Engagement; (4) Assessment of Student Learning; and (5) Classroom Environment and Culture. An in-depth



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knowledge and mastery of the content of the curriculum designed for a specific subject should be delivered and made clear to language instructors by the educational planners so they could also vary their purpose in reference to their students' needs and prior knowledge and experiences.

With the teacher's careful way of facilitating learning, the students are also held accountable for their own learning. Rigorous thinking encompasses mere understanding of concepts delivered in classroom discussion. It should be more than a question of what was taught but it should be a question of 'what was learned'. With this, the language teacher should take note of some key principles of differentiated classrooms. There are also scaffolding strategies that they could utilize to make the most from curriculum pedagogy. There should be an assessment that empowers student and enable them to create ownership of the assessment by increasing their motivation and, in turn have expected results of their learning and re-learning (Wu, Valcke, & Keer, 2019).

As aligned with the mandate of the Philippine government to promote higher levels of literacy among its citizens, all government agencies and units were required and encouraged to adopt the Literacy Coordinating Council (LCC) blueprint as framework for formulating policies and implementing program in relation to literacy development. Thereafter, the contents of the administrative order defined the common methodologies in forming philosophy that would serve as a guide in developing literacy programs, their policies, approaches, structures, and mechanisms (Administrative Order No. 324 s. 1997). Furthermore, increasing and enhancing the reading capacities and skills of every learner in the Philippines had been advocated by the DepEd through its flagship program, "Every Child a Reader Program" which has a primal goal of making every learner a reader and a writer in congruence to their grade level.

The Bureau of Learning Delivery under the Department of Education initiated a project tied-up to ECARP; and anchored the program Philippine Informal Reading Inventory (Phil-IRI). The Phil-IRI consists of reading passages directed to various grade levels to check on the students' skills on silent reading, oral reading, and listening comprehension. The three types of assessment mentioned were designed to identify the learners in the independent, instructional, and frustration reading levels. It must be noted that the Phil-IRI is not the only reading assessment tool for Filipino learners. It only provides an insight of what the students' reading levels are and it can be easily combined with other reading assessment tools available in the school or district level (Llego, Rachel, Marlys, & Esclanda, 2019). Thereafter, as a form of support to the nation's advocacy of uplifting and enhance quality of literate, responsible, and productive citizens, DepEd released "HAMON: Bawat Bata Bumabasa (3B's Initiative) through DepEd Memorandum No.173, series of 2019. In order to address the surfacing and resurfacing problems of increasing number of learners who are facing difficulties and learning challenges in early language literacy, it has been identified that there is a need to enrich and structure the reading language proficiency of every learner.

Furthermore, it shall be the initiative of every regional office, division office and every school to heighten the implementation of reading programs which are aligned to the goals of every institution to maximize student learning amidst the pandemic (DepEd Order No.173 s. 2019).

In 2021, the Department of Education emphasized through DepEd Order No. 001Series 2021 that when schools hope to offer quality education to their main clientele who are their students; they should always monitor the quality of learning resources being made available to teachers and students. The kind of learning materials being utilized in schools reflect the kind of service and education that they provide to their students. A learning resource could be the teachers' most effective tool to increase student learning and participation in their classroom. A learning material critically serves as the teachers' guide in adhering to methodologies and forming strategies that would benefit the interest of all types of learners for quality educative process (DepEd Order No.001 Series 2021). A reading worktext that follows the vital suggestions and recommendations of both teachers, students, and especially those who are at the forefront of the implementation of a reading program must be given much consideration because its capacity maximizes its effectiveness.

Leonor M. Briones, Secretary of the Department of Education reiterated in a press release last 6th of December 2021 that reading opens opportunities for learners to be holistically developed in the process of learning. In addition, reading offers a myriad of advantages on students' emotional and intellectual capabilities. DepEd Philippines is one with the teachers and reading specialists in working towards increasing the quality of reading programs and reading materials to be provided to the learners. This research study explores how a reading worktext can be the core of a reading program that will cater particularly to the needs of struggling readers in Grade Seven level (Department of Education, 6th of December 2021).

In one of the studies conducted in the province of Pampanga, it clearly made an emphasis that reading does not only require students to verbalize what they see as textual representation of sounds. It does not only end with mere recognition of words and sound units. Reading also requires the students' ability to perceive and comprehend



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any reading material (Balajadia, 2014). A number of students are not having enough of reading programs offered in their schools. It is necessary that students should be engaged in a series of processes that would completely enhance their skills in reading. A reader has the responsibility to continually improve his skills in reading for it has been considered a prerequisite skill to adopt other complex learning skills.

In different schools that cater to the needs of learners in learning about the different aspects of language, textbooks become more significant and necessary along with the introduction of new technologies in learning. Students gain more feeling of security when they are properly guided by the structured activities within the worktext. Students elicit a sense of security, progress, and achievement when they are highly motivated to learn and discover more on their learning worktext. Textbooks can become one of the most effective resources for self-directed and independent learning among junior and senior learners. An effective worktext should reflect the pre-determined objectives set by the teachers and educational experts. It should also function or operate as a great source of information for the students (Reyes and De Guia, 2017).

A parent-implemented language intervention can develop reading skills of children who are at risk for persistent language impairment of their native language while comparing them to a group of developing children. A planned intensive reading intervention program for incoming junior high school students should be geared towards helping the students to overcome reading difficulties and eventually advance their skills to learn more concepts in various subjects.

Consequently, parental involvement and parental engagement alone are not the sole contributing factors in increasing students' reading proficiency. Aspects like teaching methodologies, strategies, design of the reading enrichment and enhancement programs, listening and speaking skills, external and internal motivational factors of the readers are also significant factors in developing the students' reading proficiency. (Roberts & Kaiser, 2011; Infantado, 2012; Ladrangan, 2014).

Many students from grades 1-3 lack academic support for them to explore more on their reading capabilities. Effective reading intervention and reading remedial programs shall be directed towards considerable improvement on expressive and receptive language development. The programs should show that as intervention measures are strengthened, the subjects become more susceptible to developing their language-related skills which can also be applied to how a reading intervention program can be restructured for incoming junior high school students. (Austin, Vaughn & McClelland, 2017; Garcia, 2015).

When students were given worksheets that they could not easily comprehend and process, they feel frustrated and unmotivated to further their learning. It is of great concern for educators to assist their students in developing their reading. Students who lack the necessary skills in comprehending a text will experience different kinds of struggles all throughout their school life. Educators, learning facilitators and instructional material develops are well aware of those precautions; hence, more rigid preparation of instructional materials and learning guides are definitely necessary particularly among beginning readers and struggling learners.

Furthermore, reading comprehension should be developed among learners because it is advantageous to be applied and to be integrated in all learning areas. Reading activities should be considered and treated as pre-requisites of any complex form of learning. Every reading material should function as a scaffold for students to develop their reading comprehension along with the development of other pillars or areas of reading. It would be very helpful if every instructional material is composed of examples and guides on how to accomplish different types of activities (McKown & Barnett, 2007).

Through a rigid evaluation of the current reading materials in Rafael L. Lazatin Memorial High School which were intended to be used in two kinds of reading program in the school level: (1) a reading project for independent and instructional readers, and (2) struggling readers with a combination of investigating the teachers' and students' experiences in the course of reading program implementation, the researcher had efficiently and clearly illustrated recommendations and goals for future development of reading materials or worktext to be included in developmentally-directed, balanced, and structured reading programs that should target both the restructuring of teaching strategies as equally important with enhancing learning strategies in reading courses intended for junior high school students particularly those who were identified as instructional readers and struggling readers.

In order to sustain global education transformation and to keep with global standards in education quality, the Department of Education heightened the importance of Programme for Internal Student Assessment (PISA) and how it may serve as the standard in conducting national assessment for Filipino learners. As anchored on DepEd's efforts to raise the quality of Philippine education to global standards, it cultivated key reforms such as the four pillars called KITE (K-to-12 curriculum review and update; Improving the learning environment; Teachers' upskilling and reskilling; and Engagement of stakeholders for support and collaboration). In addition, all the schools in the Philippines share





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common goals in uplifting the quality of education by monitoring progress on teaching and learning processes alike, raising the efficiency of learning delivery, providing consistent teacher-support trainings, and tapping on all members of the school and community to contribute to learning success. In the Division of Angeles City, project READS was initiated as the reading project across all grade levels.

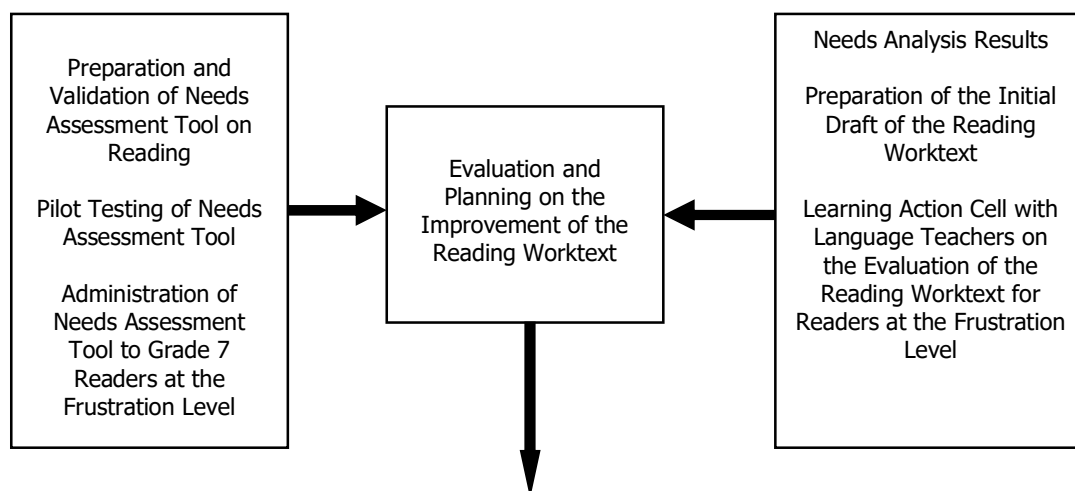
English teachers in junior high schools prepared, reviewed, and evaluated materials suitable for all types of readers. The reading instructional materials were prepared and distributed prior to the start of each quarter to serve as support and possible scaffold for students who encounters difficulties in accomplish complex tasks in their learning modules. Project READS had also been used by junior high schools as benchmark in possible school readings programs that they initiated for struggling readers.

The reading instructional materials, reading worksheets, and other narrative reports may be discussed in learning action cell (LAC) as supervised by the head teacher or the master teacher in a specific department. With all the theoretical and practical underpinnings involved in the utilization of a reading worktext in the school's reading program intended for struggling readers in the seventh grade, it is duty-bound that the researcher hopes to develop a reading worktext to improve the holistic approach in the teaching of reading among seventh-grade junior high school students.

This study aimed to develop a reading worktext for seventh-grade junior high school students who were identified as readers at the frustration level to improve the implementation of the school reading program and to develop the succeeding reading instructional materials that will cater to the learning needs of students at different levels: beginning readers, struggling readers, instructional readers, and independent readers. The development of a reading worktext is the core of this study which entails the development of all the other school projects, programs, and activities directed to improving the reading skills of the students by making them highly motivated to read more and explore various forms of learning through reading.

The researcher is directed toward a thorough investigation of raising the quality of instructional reading activities being done by language teachers to increase the efficiency of school reading programs and eventually minimize the failure rate among seventh-grade junior high school students in Rafael L. Lazatin Memorial High School in the Division of Angeles City, Pampanga. Upon a rigid study and investigation of the current reading materials and the school reading program, all the subject-teachers and students were efficiently guided on how to work hand in hand in improving the way reading materials have been taught and how to utilize reading materials as helpful aids for the learners to develop their reading skills. Reading materials have to cover all disciplines so those can also aid other subject-teachers to rigorously guide students in enhancing their reading skills. Significantly, all reading materials should also be localized and contextualized to target the needs of students in consistently improving reading skills. Language assessment strategies should also be anchored on the present needs of Grade 7 readers in different categories and areas of reading. Reading is indeed a highly vital prerequisite skills which is necessary to proceed with more complex areas of pedagogical learning in various subjects in junior high school such as Social Sciences, Mathematics, Science, History, and other language subjects.

**Conceptual Framework**



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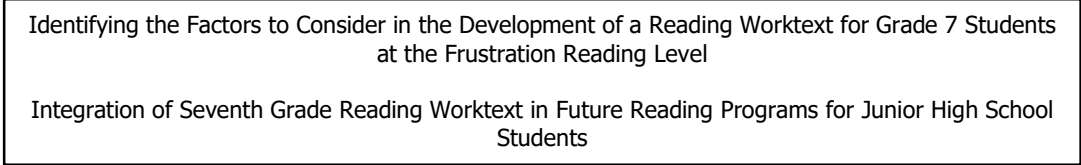


Figure 1. Schematic diagram of the study

### Research Questions

This study aimed to develop a reading worktext which consists of the five pillars of reading, a guide for both teachers and parents, and an assessment that serves as starting point for teachers, parents and more particularly, the Grade Seven students who were identified as struggling readers. This research study sought to develop a reading worktext to aid the readers at the frustration level.

It sought to substantiate the following questions:

1. What may be the results of the needs analysis/assessment on grade seven students at the reading frustration level based on the competencies grounded on the five pillars of reading:
  - 1.1. phonemic awareness;
  - 1.2. phonics;
  - 1.3. vocabulary;
  - 1.4. oral reading fluency; and
  - 1.5. reading comprehension?
2. How may the contents of the reading worktext be evaluated by language practitioners as to the acceptability level of the indicators such as:
  - 2.1. content;
  - 2.2. clarity;
  - 2.3. appeal;
  - 2.4. originality; and
  - 2.5. readability?
3. How may the contents of the reading worktext be developed and structured in adherence to:
  - 3.1. least learned competencies identified among Grade 7 students from 1st quarter to 3rd quarter; and
  - 3.2. focus group discussion among grade seven students at the reading Frustration level

### METHODS

#### Research Design

Developmental research consists of the elements of curriculum development and educational research. Developmental research includes a discussion of curriculum development that focuses on the restructuring of instructional activities. Similarly, developmental research can also be described as basic research. It is significant for both present and future research to be conducted by professional curriculum developers. It also serves as a preliminary work for great works on educational innovation in various disciplines. Development is the core of the research design as it implies the positive outcome of dramatic growth and change in the educative process. Thus, developmental research reflects a combination of 'theory' and 'practice'. It establishes that development in areas of instructional practice, instructional materials, and paradigms can be attributed to how research studies have been carefully undertaken (Richey, Klein & Nelson, 2004).

Research has been traditionally viewed as an undertaking to uncover knowledge in various fields; whereas developmental research is a way to transform different forms of newly discovered knowledge into meaningful use (Pelz as cited by Richey, Klein & Nelson, 2004). This study utilized developmental research as a research method to form a reading worktext from critical assessment of the needs of Grade Seven students who were identified as readers at the frustration level. This developmental research was conducted using the ADDIE (analyzing, designing, developing, implementing, and evaluating) model as the principle in the needs assessment conducted among





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struggling readers in Grade 7. The model used was developed by Reiser Dan Molenda (1990) as adopted in the study of (Hadi & Priyana, 2018; Sari, 2019).

This research study utilized the model which emphasized the needs analysis or needs assessment among the readers in the frustration level. The second step in the model was the design of the contents of the reading worktext. The step of designing the reading worktext was followed by the development of the activities as those were anchored on the evaluation of the English teachers who participated as validators and evaluators of the study. The development phase was followed with the implementation phase which included the distribution of the reading worktext and answer sheets. The final and the most critical phase is the evaluation of the overall effectiveness of the reading worktext in addressing the needs of the Grade Seven students at the reading frustration level.

### Population and Sampling

The participants of the study were six English teachers from Rafael L. Lazatin Memorial High School who also served as evaluators and attendees in the learning action cells (LAC) sessions. Learning action cell sessions were conducted to allocate enough time to design, review the design and develop the reading worktext. The evaluators were purposely selected for they had attended a three-day division-based webinar focused on the teaching of reading. The head teacher of the English department was also one of the evaluators. She completed a research study on the partnership of teachers and parents in monitoring student-learning at home. The master teacher of the English department who also evaluated the reading worktext had already formed a reading instructional material and it was approved in the division level as a reading material for Grade Seven students. The teachers who served as validators of the needs assessment tool were also purposely selected because they have been handling the two kinds of reading programs in the school level for two years. The teachers who served as the reading worktext evaluators are 6 English teachers in Rafael L. Lazatin Memorial High School had 1-2 years of experience in teaching Grade 7 students.

The respondents for the study are 136 Grade Seven students from the same school who took the Phil-IRI assessment to determine if they belong to independent, instructional or frustration reading level. The target participants have been identified from the initial reading assessment that were given at the start of the second quarter for academic year 2021-2022.

Purposive Sampling was employed in this study since the student-respondents had already been identified from the GST Results conducted by Grade Seven teachers to identify the students in different reading levels as independent, instructional, frustration, and non-reader. Tongco (2007) asserted that purposive sampling is a non-random method as there are no strict guidelines or underlying principles on the set of number of study respondents or participants. The sampling method used in the study was based on the judgment of the researcher as anchored on primal needs of the researcher study focused on designing and developing a reading worktext to cater the reading developmental needs of Grade 7 readers at the frustration level.

### Instrument

A needs assessment tool on reading which consisted of three sets of activities: (1) Beginning Reading Level 1.1, (2) Beginning Reading Level 1.2, and (3) Beginning Reading Level 3 was prepared and carefully studied by the researcher. All the sets of activities contain competencies based on the five pillars of reading which are: phonics, phonological awareness, vocabulary, oral reading fluency, and reading comprehension.

The needs assessment tool on reading which was intended to be initial step in the formulation of the reading worktext was validated by three English teachers; the first, is the Master Teacher of the English Department; the second, is the Head Teacher of the English Department from Rafael L. Lazatin Memorial High School; and third, is an English and an experienced reading teacher from Anunas Elementary School. The researcher-made assessment tool was pilot tested to 15 students in the seventh grade who had grades lower than 78 in English but were not identified as readers at the frustration level. The results from the pilot testing were submitted for reliability analysis using the Cronbach's alpha formula.

The identified items which were considered as unacceptable were altered and improved. It was then rechecked and reviewed by three English teachers and two Filipino teachers who are teaching Grade Seven students. The reviewed and reevaluated needs assessment tool still consisted of the five sections: (1) phonics; (2) phonemic awareness; (3) vocabulary; (4) oral fluency; and (5) reading comprehension.

The sample sentences, diction, and level of difficulty were altered to make the instrument more localized, contextualized, and fitted to identifying, analyzing, and synthesizing the needs of struggling readers in the seventh



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grade. The improved needs assessment tool was pilot tested to a different set of seventh grade students consisting of 15 members.

The students who took the second version of the needs assessment tool were identified on the basis on their academic performance in English which is the same with how the first set of test-takers were identified. The students also had grades lower than 78 in their English subject although they consistently and regularly submit module outputs. The results were subjected to reliability test analysis using the Kuder-Richardson formula or KR-20 since the nature of the questions manifest dichotomous or binary items and a correct or an incorrect answer is expected as results. The details and summary of the reliability analysis are reflected on this research paper.

All the students who were identified as readers at the frustration level were given the needs assessment tool. The answer sheets of 136 students were retrieved through their parents/guardians after two weeks since the scheduled retrieval of modules and answer sheets were set every two weeks in the participating school. The results from the needs assessment tool in reading were tallied and were filed to be used as reference for the learning action cell proposed to be conducted at the school level by the researcher. After having all the results of the needs analysis tallied and the first learning action cell session was conducted, the researcher started forming the module contents by (1) developing goals and objectives; (2) choosing of lessons and literature; and (3) structuring all the activities which are necessary to be included. The initial draft of the reading worktext was presented to a learning action cell with all the English teachers.

The researcher adopted the validation questionnaire developed by Reyes and De Guia (2017) on their journal, "Development of English Worktext in English 101". The researcher applied several modifications on the validation tool as warranted by the nature of the research study. The reading worktext was formed with basis on the five pillars of developmental reading to wit: (1) Phonics; (2) Phonemic Awareness; (3) Vocabulary; (4) Oral Fluency; and Reading Comprehension.

The activities on the module are divided into three levels to measure the students' reading improvement during the initial phase and second phase of the evaluation. A section on preliminary reading activities or exercises was also included along with the performance-based activities integrated in the last part of the reading worktext. The reading material has been approved to be used in the school level and is still pending evaluation to be used as a division-based or cluster-based reading worktext. The recommendations of the evaluators on altering instructions and adding more simple and fun activities in the reading worktext have also been considered.

### Data Collection

The researcher secured a letter of approval from the office of the Schools Division Superintendent prior to conducting the developmental research study in the participating school particularly Rafael L. Lazatin Memorial High School in the Division of Angeles City with the main objective of developing an integrated and localized reading instructional material for seventh grade students.

Upon approval of the school head, the researcher prepared 20 copies of the needs assessment tool to be used in pilot-testing to randomly selected Grade Seven students. The results of the pilot testing were then forwarded to a statistician to verify the internal consistency of the items included in the needs assessment tool. Consequently, there was a negative coefficient correlation on the reliability analysis results using the Cronbach's alpha. Thereafter, some of the items were reviewed and altered. The test arrangement was also improved.

Second pilot testing of the improved tool was conducted although it was not expected. It was administered to another set of 20 students. After the results had been collated, it was forwarded to the statistician. The second attempt of pilot testing using the improved needs assessment tool resulted to 0.8024 reliability using the Kuder-Richardson or KR-20 Formula which indicates good reliability. The results of the second pilot testing using the Kuder-Richardson Formula 20 are reflected on the appendices part of this paper.

136 printed copies of needs assessment tool were printed and distributed to the Grade Seven advisers since they were the ones in-charge in the distribution of modules and related instructional materials to parents and guardians of Grade Seven students. A list of names was also given to advisers to make them aware of whom should be receiving copies of the needs assessment tool. A letter of consent was attached in the prepared copy of the needs assessment tool which was given to the parents or guardians of identified struggling readers among Grade Seven students of the academic year 2021-2022.

A material evaluation tool was adapted to be used in the evaluation of the reading worktext. After a series of discussion during the Learning Action Cell (LAC), the researcher administered the validation questionnaire sheets to 6 English teachers of Rafael L. Lazatin Memorial High School. The English teachers who conducted the needs assessment tool on reading had been given an orientation and a set of guidelines.



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## Treatment of Data

A language worktext tool adopted from the study of Reyes & De Guia (2017) was used by the researcher as a tool for evaluating the overall contents and effectiveness of the reading worktext. Responses from the validation questionnaire was organized, transcribed, analyzed, and summarized by the researcher into tables.

Kuder-Richardson Formula 20 or commonly referred to as KR-20 is a method of reliability analysis which was employed to check the internal consistency of the items under investigation. The needs assessment consists of binary or dichotomous type of answers which It was utilized to check if the items in every activity focused on: (1) Phonemic Awareness, (2) Phonics, (3) Vocabulary, (4) Oral Fluency, and (5) Reading Comprehension are correlated and have the capacity to measure the students' reading capacity on each pillar of reading.

KR-20 was used to test the reliability of the researcher-made needs assessment tool since the items included in each test category have varying levels of difficulty. As an example, in the first set of needs assessment tool on 'phonics', it starts from simple identification of words included in a with 'a' sound. It was then followed by 'phonics' section whereby the respondents or the test-takers had to fill in the blanks with the appropriate word to complete each sentence. Through the use of Kuder-Richardson KR-20, the researcher was able to identify how closely related the test items are in every set of the needs assessment tool (IBM, 2021; Statistics How To, Glen, 2022).

The process helped the researcher to improve the needs assessment tool to efficiently gauge the reading needs of the students prior to the development of the reading worktext. Kuder-Richardson Formula 20 was used to analyze the inter-item consistency of the items. It was utilized for the analysis of the results after the pilot testing since the nature of the test has what they termed as 'binary' or 'dichotomous' items in each question or item. Each item that was answered by 20 respondents resulted in a 'correct' or 'incorrect' answer; hence, the use of KR-20 for reliability analysis illustrated that all items are either good or acceptable; and should be kept as items in the needs assessment tool (Miller & Salkind, 2002).

Content Validity Index (CVI) was used to measure the construct of the instrument that was used to evaluate the acceptability level of the reading worktext. The evaluation tool for the reading worktext was adapted from the study of De Guia and Reyes (2015) on the "Development of English Worktext in English 101" conducted in Bataan Peninsula State University. A number of items were changed and improved to match the needs of the current study on the development of a reading worktext for Grade 7 students. The adapted research instrument on the evaluation of the reading material was piloted among 15 language teachers from different secondary and elementary schools in the Division of Angeles City. There were six (6) English teachers who evaluated the reading worktext as to the acceptability of content, clarity, appeal, originality, and readability.

## Ethical Considerations

The approval sheet was approved by the Schools Division Superintendent before the letter was forwarded to the school head of the school to be subjected in the research study. The researcher prepared a written report using some diagrams and illustrations to explain the work plan or the phases of the developmental research study on designing the reading worktext intended for Grade 7 Students of Rafael L. Lazatin Memorial High School. The overall plan in the utilization of the reading worktext was approved by the school head.

Upon approval of the school head, the researcher distributed letter of consent among all Grade 7 teachers/parents/guardians of Grade 7 students as preparation in the distribution of needs assessment tool on reading. Learning action cell (LAC) sessions were initiated by the researcher for forming the draft, review, and evaluation of the reading worktext which was also intended to be used for one of the school's reading programs titled, "PROJECT ANGEL" (Advancing Non-Readers to be Good and Effective Learners). The final design of the reading worktext was subjected to review and validation of six English teachers of Rafael L. Lazatin Memorial High School. 24 copies of the evaluated and reviewed reading worktext and answer sheets were distributed to selected students who were identified as readers at the frustration level.

## RESULTS and DISCUSSION

A needs assessment tool on reading was used to review and evaluate the students' strengths, weaknesses, and learning apprehension in reading as grounded on the five pillars of reading: phonics, phonological awareness, vocabulary, oral reading fluency and reading comprehension. The needs assessment tool prepared by the researcher was based on the five pillars of reading: (1) phonics; (2) phonemic awareness; (3) vocabulary; (4) oral reading fluency; and (5) reading comprehension. The contents of the needs assessment tool were validated by three English





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teachers using the validation form prepared by the researcher. Pilot testing was carried out for two times to make sure that the items are reliable. Likewise, the items have also been subjected to reliability analysis. It ensures that the items can be used in the assessment test prior to test administration.

**Descriptive Analysis of Needs Assessment on the Five Pillars of Reading**

Table 1  
 Descriptive Analysis of Needs Assessment on the Five Pillars of Reading

Five Pillars of Reading		N	%	Mean	Std. Dev.	Verbal Description
<b>Phonemic Awareness</b>						
(0-5.00)	Early Emergent Reader Level 1	5	3.68	10.80	0.00	Early Emergent Reader Level 3
(6.00-10.00)	Early Emergent Reader Level 2	59	43.38			
(11.00-15.00)	Early Emergent Reader Level 3	72	52.94			
Total		136	100.00			
<b>Phonics</b>						
(0-5.00)	Early Emergent Reader Level 1	7	5.15	9.29	2.56	Early Emergent Reader Level 2
(6.00-10.00)	Early Emergent Reader Level 2	88	64.71			
(11.00-15.00)	Early Emergent Reader Level 3	41	30.15			
Total		136	100.00			
<b>Vocabulary</b>						
(0-5.00)	Early Emergent Reader Level 1	9	6.62	8.31	2.11	Early Emergent Reader Level 2
(6.00-10.00)	Early Emergent Reader Level 2	111	81.62			
(11.00-15.00)	Early Emergent Reader Level 3	16	11.76			
Total		136	100.00			
<b>Oral Reading Fluency</b>						
(0-8.00)	Early Emergent Reader Level 1	62	45.59	8.80	2.55	Early Emergent Reader Level 2
(9.00-16.00)	Early Emergent Reader Level 2	74	54.41			
(17.00-25.00)	Early Emergent Reader Level 3	0	0.00			
Total		136	100.00			



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Reading Comprehension						
(0-5.00)	Early Emergent Reader Level 1	39	28.68	6.75	2.02	Early Emergent Reader Level 2
(6.00-10.00)	Early Emergent Reader Level 2	92	67.65			
(11.00-15.00)	Early Emergent Reader Level 3	5	3.68			
Total		136	100.00			

### 1.1 Phonemic Awareness

The results of needs assessment on phonemic awareness conducted among 136 Grade 7 students who were identified as readers at the frustration level. There were 5 students who scored below 5 points that accounts for 3.68% of the participants. There were 59 students who scored 6-10 points that accounts for 43.38%. 72 students scored 11-15 that accounts 52.94% of all test-takers. There is a mean of 10.80 and a standard deviation of 0.00 which indicates that test takers are in the 'Early Emergent Reader Level 3', and they can be given activities on phonemic awareness starting from the level indicated.

### 1.2 Phonics

The results of needs assessment on phonics conducted among 136 Grade 7 students who were identified as readers at the frustration level. There were 7 students who scored 5 and below points: that accounts for 5.15% of the participants. There were 88 students who scored 6-10 points that accounts for 64.71%. 41 students scored 11-15 that accounts 30.15% of all test-takers. There is a mean of 9.29 and a standard deviation of 2.56 which indicates that test takers are in the 'Early Emergent Reader Level 2', and they can be given activities on phonics starting from the level indicated.

### 1.3. Vocabulary

The results of needs assessment on vocabulary conducted among 136 Grade 7 students who were identified as readers at the frustration level. There were 9 students who scored 5 and below points; that accounts for 6.62% of the participants. There were 111 students who scored 6-10 points that accounts for 81.62%. 16 students scored 11-15 that accounts 11.76% of all test-takers. There is a mean of 8.31 and a standard deviation of 2.11 which indicates that test takers are in the 'Early Emergent Reader Level 2', and they can be given activities on vocabulary starting from the level indicated.

Readers who can enrich their vocabulary through a series of reading practice sessions can improve their reading comprehension through consistent and persistent monitoring of their reading practices. When learners are consistently exposed to words, how the words mean, and how may words be used in sentences, it increases their self-esteem and motivation to read more materials and engage in reading practice. The images embedded in the reading worktext aided simple understanding of what a number of words means and how those words operate together.

### 1.4 Oral Reading Fluency

The results of needs assessment on oral reading fluency conducted among 136 Grade 7 students who were identified as readers at the frustration level. There were 62 students who scored 8 and below points which accounts for 45.59% of the participants. There were 74 students who scored 9-16 points that accounts for 54.41%. There was no recorded score of 17-25 which points out that Grade 7 students had so much difficulty in answering Part 3 of the needs assessment on 'Oral Reading Fluency'.

There is a mean of 8.80 and a standard deviation of 2.55 which indicates that test takers are in the 'Early Emergent Reader Level 2', and they can be given activities on oral reading fluency starting from the level indicated. It was found out that readers who are at the reading frustration level cannot easily process direct instruction in oral reading fluency. Readers at the level mentioned need to form a knowledge-based on phonics, phonemic awareness, and vocabulary in order to easily process direct instructions on how to read passages with prosody and automaticity.



1.5. Reading Comprehension

The results of needs assessment on reading comprehension conducted among 136 Grade 7 students who were identified as readers at the frustration level. There were 39 students who scored 5 and below points which accounts for 28.68% of the participants. There were 92 students who scored 6-10 points that accounts for 67.65%. 5 students scored 11-15 that accounts for 3.68% of all test-takers. There is a mean of 6.75 and a standard deviation of 2.02 which indicates that test takers are in the 'Early Emergent Reader Level 2', and they can be given activities on reading comprehension starting from the level indicated.

The findings implied that when an unfamiliar word was introduced to the readers at the frustration level, they could not understand how that specific word may be in connection with the sentences provided. It was observed that when a word can be associated with other words in each activity, readers at the frustration level could have answered all items incorrectly or all of the other items correctly.

**Evaluation of the Reading Worktext**

Table 2  
Rating Scale for the Overall Evaluation of the Reading Worktext

Print Score	Range Interval	Descriptive Rating
4	3.51-4.00	Strongly Acceptable (SA)
3	2.51-3.50	Acceptable (A)
2	1.51-2.50	Fairly Acceptable (FA)
1	1.00-1.50	Not Acceptable (NA)

Table 2 presents the rating scale for the overall evaluation of the reading worktext. The print score of 4 corresponds to the range interval from 3.51 to 4 which has a descriptive rating of SA 'Strongly Acceptable'. The print score of 3 corresponds to the range interval from 2.51 to 3.50 with a descriptive rating of A 'Acceptable'. The print score of 2 corresponds to the range interval from 1.51 to 2.50 which has a descriptive rating of FA 'Fairly Acceptable'. The print score of 1 corresponds to the range interval from 1.00 to 1.50 which has a descriptive rating of NA 'Not Acceptable'.

This rating scale had been used in the study of Reyes and De Guia (2017) in the 'Development of English Worktext in English 101' to evaluate the English Worktext based on: (1) Acceptability of Content; (2) Clarity; (3) Appeal; (4) Originality. In this study, another criterion which is 'readability' had been added to evaluate the worktext.

Table 3  
Weighted Mean on the Acceptability Level of Content

Acceptability Level of Content	Weighted Mean	Std. Dev.	Verbal Description
1. The topics are well arranged to provide clear sequence of understanding for both the students and their parents/guardians.	3.83	0.41	Strongly Acceptable
2. The different parts aid the students in grasping the meaning of words and sentences in a systematic way.	4.00	0.00	Strongly Acceptable
3. It provides sufficient reception of learning through examples to easily understand the concept.	3.83	0.41	Strongly Acceptable
4. It provides variety of exercises for mastery of concepts.	3.17	0.98	Acceptable





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General Weighted Mean	3.71	0.45	Strongly Acceptable
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Table 3 illustrates the weighted mean on the acceptability level of content of the reading worktext. The first indicator has a weighted mean of 3.83 and a standard deviation of 0.41 with a descriptive rating of Strongly Acceptable SA as the evaluation on the arrangement of topics that aided students' understanding of the contents of the reading worktext.

The weighted mean of the second indicator is 4.00 and a standard deviation of 0.00 with a descriptive rating of Strongly Acceptable SA which means that the different parts of the reading worktext aided the students in understanding words and sentences in a systematic way. The weighted mean of the third indicator is 3.83 and a standard deviation of 0.81 with a descriptive rating of Strongly Acceptable SA on having a sufficient reception of learning through examples to easily understand the concept. The last indicator has a weighted mean of 3.17 and a standard deviation of 0.98 which means that the reading worktext is Acceptable A in terms of having a variety of exercises from simple to complex manipulation for mastery of concepts.

The findings indicated that the acceptability level of content of the reading worktext during the first phase of designing the reading worktext is highly critical. Setting the objectives during the LAC sessions with the Grade Seven teachers in the selection of stories, texts, lessons, and appropriateness of activities became an integral part in designing the reading worktext.

**Table 4**  
**Weighted Mean on the Clarity of the Reading Worktext**

Clarity of the Reading Worktext	Weighted Mean	Std. Dev.	Verbal Description
<b>1. The lessons are organized and clear.</b>	3.83	0.41	Strongly Acceptable
<b>2. Directions are understandable and easy to follow.</b>	4.00	0.00	Strongly Acceptable
<b>3. Lessons are well explained and become the preparatory stage for exercises.</b>	3.83	0.41	Strongly Acceptable
<b>4. The flow of activities is coherent and non-confusing.</b>	3.17	0.98	Acceptable
<b>General Weighted Mean</b>	3.71	0.45	Strongly Acceptable

Table 4 shows the weighted mean on the clarity of the reading worktext. The weighted average of the first indicator is 3.83 and a standard deviation of 0.41 with a descriptive rating of Strongly Acceptable SA in terms of the lesson's clarity and organization. The weighted mean of the second indicator is 4.00 and a standard deviation of 0.00 with a descriptive rating of Strongly Acceptable SA on the design and structure of the directions.

The third indicator has a weighted mean of 3.83 and a standard deviation of 0.41 with a descriptive rating of Strongly Acceptable SA in terms of how well the lessons were explained and how the lessons became a preparatory stage for exercises. The fourth indicator has a weighted mean of 3.17 and a standard deviation of 0.98 with a descriptive rating of Strongly Acceptable SA in terms of coherence as reflected on the flow of activities within the reading worktext.

The general weighted mean on the clarity of the reading worktext is 3.71 and a standard deviation of 0.45 which indicates that the reading worktext was evaluated Strongly Acceptable SA on one of the criteria which is clarity and more specifically on how the lessons were organized, explained, and designed to make the flow of activities non-confusing and coherent.

The results on the evaluation on the clarity of content of the reading worktext revealed that the design of the activities embedded are effective in increasing the students' motivation to proceed from one activity to another. Coherence in the flow of activities was also observed by the evaluators and they highly agreed that it will benefit the readers in the frustration level. Grade seven students at the reading frustration level need more coherent and



organized learning activities. Every activity should serve as a scaffold to learn more rigid reading activities. Words and sentences that might cause confusion among the readers should also be avoided. Every instruction embedded should also be simple, concise, and easy to process for the readers so they can easily accomplish all required tasks in the worktext.

Table 5

Weighted Mean on the Evaluation of the Appeal of the Reading Worktext to the Target Users

Appeal of the Reading Worktext to the Target Users	Weighted Mean	Std. Dev.	Verbal Description
<b>1. It captivates the learner's interest.</b>	3.83	0.41	Strongly Acceptable
<b>2. It stimulates the learner's interest in answering the different activities.</b>	3.50	0.84	Acceptable
<b>3. It enables learners to develop their critical thinking.</b>	2.83	1.17	Acceptable
<b>4. It strengthens the student's positive attitude.</b>	3.00	1.26	Acceptable
<b>General Weighted Mean</b>	3.29	0.92	Acceptable

Table 5 contains the weighted mean on the evaluation of the appeal of the reading worktext to the target users. The first item has a computed weighted mean of 3.83 and a standard deviation of 0.41 which corresponds to a descriptive value of Strongly Acceptable SA in terms of captivating the learners' interest. The second item has a weighted mean of 3.50 and a standard deviation of 0.84 that corresponds to a descriptive value of Acceptable A on the aspect of stimulating the learner's interest in answering the different activities.

For Item 3, it has a computed weighted mean of 2.83 and a standard deviation of 1.17 with a descriptive value of Acceptable A in terms of enabling the learners to develop their critical thinking. For Item 4, it has a weighted mean of 3.00 and a standard deviation of 1.26 that corresponds to a descriptive value of Acceptable A in terms of strengthening the students' positive attitude. The general weighted mean resulted to 3.29 and a standard deviation of 0.92 with a descriptive value of Acceptable on the aspect of the reading worktext's appeal to the target users who are the Grade Seven readers at the reading frustration level. The most agreeable statement in this section of the evaluation tool is that the reading worktext captivates the learners' interest which resulted to 'Strongly Acceptable' descriptive rating.

The results in this section of the study implied that the words, passages, images, and other symbol used in the worktext was evidently efficient in captivating the learners' interest to learn more and explore the reading worktext extensively. The appeal of the reading worktext was given a rating of acceptable due to its authenticity, quality, and inclusion of a variety of activities that were proven as highly effective to sustain the interest of the Grade Seven learners at their reading frustration level.

Table 6

Weighted Mean on the Evaluation of the Originality of the Worktext

Originality of the Reading Worktext	Weighted Mean	Std. Dev.	Verbal Description
<b>1. The design and appearance of the worktext is exceptionally different from other worktext.</b>	3.67	0.82	Strongly Acceptable
<b>2. The material serves as the new approach in teaching reading to Grade Seven students.</b>	3.67	0.52	Strongly Acceptable
<b>3. It provides a variety of relevant evaluation measures.</b>	3.33	0.82	Acceptable
<b>4. It enhances skills through authentic reading activities.</b>	2.83	1.17	Acceptable
<b>5. It contains activities that lead to life-long learning.</b>	3.50	0.84	Acceptable
<b>General Weighted Mean</b>	3.40	0.83	Acceptable



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Table 6 shows the weighted mean on the evaluation of the originality of the worktext. The first item has a computed weighted mean of 3.67 and a standard deviation of 0.82 with a descriptive rating of Strongly Acceptable SA in terms of the design and appearance of the worktext which made it exceptionally different from the other worktext. Item 2 has a weighted mean of 3.67 and a standard deviation of 0.52 with a descriptive rating of Strongly Acceptable SA in terms of having the material as the new approach in teaching reading. Item 3 has a weighted mean of 3.33 and a standard deviation of 0.82 with a descriptive rating of Acceptable A in the aspect of having the worktext as basis in providing a variety of evaluative measures.

Item 4 has a weighted mean of 2.83 and a standard deviation of 1.17 with a descriptive rating of Acceptable A in terms of having the worktext as a source of authentic reading activities. For the last item, item 5 has a weighted mean of 3.50 and a standard deviation of 0.84 with a descriptive rating of Acceptable A in the aspect of having the worktext as a material that provides life-long learning for students. The weighted mean for the originality of the worktext is 3.40 and a standard deviation of 0.83 with a descriptive value of Acceptable A as to the originality of the reading worktext developed by the researcher.

The findings illustrated that the originality of the reading worktext must be improved in terms of creating new learning strategies that could be employed by the readers in going through the succeeding task-based lessons. A reading material's originality institutes a capacity that it could serve as a scaffold to discover more concepts and ideas to integrate additional support to readers who are at the frustration level (Aquino & De Vera, 2018). The worktext's originality is acceptable when it reaches different needs of the students who have similar strengths and weaknesses in reading. The way that the materials and related contents of the worktext has been localized and contextualized to the needs of Grade 7 students increased its originality component. The activities embedded in the worktext also promote lifelong learning among the learners by making them learn more practical words, phrases, and sentences that they could comprehend and use in daily communication using the English language.

Table 7  
Weighted Mean on the Evaluation of the Readability of the Worktext

Readability of the Reading Worktext	Weighted Mean	Std. Dev.	Verbal Description
<b>1. The instructions/directions provided in the reading worktext are easy to understand.</b>	3.00	1.26	Acceptable
<b>2. The words and phrases included in practice reading sessions are spelled and presented clearly for the learners to easily navigate through the text and passages in the worktext.</b>	3.71	0.45	Strongly Acceptable
<b>3. The layout, font style, and font size integrated in the worktext increased learners' focus in reading the worktext and desire to read more.</b>	2.83	1.17	Acceptable
<b>4. The words, phrases, clauses, and style of writing are aligned with the students' reading level.</b>	3.29	0.92	Acceptable
<b>5. The style of expression and presentation are in adherence to the results of needs analysis conducted among Grade Seven students in the reading frustration level.</b>	3.17	0.98	Acceptable
<b>General Weighted Mean</b>	3.20	0.96	Acceptable

Table 7 shows the weighted mean on the evaluation of the readability of the worktext. The first item has a computed weighted mean of 3.00 and a standard deviation of 1.26 with a descriptive rating of Acceptable A in terms of the diction used in providing instructions or directions to Grade Seven learners. Item 2 has a weighted mean of 3.71 and a standard deviation of 0.45 with a descriptive rating of Strongly Acceptable SA on its evaluation as to how the words and phrases aided the students to engage in more practice reading sessions.





Item 3 has a weighted mean of 2.83 and a standard deviation of 1.17 with a descriptive rating of Acceptable A in the aspect of layout, font style, and font size and how those elements helped increases the learners' focus to easily navigate through the worktext. Item 4 has a weighted mean of 3.29 and a standard deviation of 0.92 with a descriptive rating of Acceptable A in terms of the worktext's overall style as aligned with the students' reading level. The last item, item 5 has a weighted mean of 3.17 and a standard deviation of 0.98 with a descriptive rating of Acceptable A in its style of expression and presentation in adherence to the results of needs analysis conducted among Grade Seven readers at the frustration level. The weighted mean for the readability of the worktext is 3.20 and a standard deviation of 0.96 with a descriptive value of Acceptable A.

The findings implied that the readability of the worktext is acceptable on the aspect of providing readers with ease in understanding the texts and stories with some images presented. The style of expression in every instruction given should serve as a scaffold for learners to easily understand how to accomplish each task. Evaluating the quality of a learning material should not only focus on language, content, and material lay-out or design. It should also include an evaluation criterion based on readability (Woo, 2015).

### General Findings for Experts' Evaluation

Table 8  
Recommendations of English Teachers on the Improvement of a Reading Worktext

Evaluator	Question 1	Question 2	Question 3
<b>Evaluator 1</b>	The contents of the reading worktext are suitable for the needs of students who are having a hard time coping with the complexity of lessons due to their reading difficulty. (E1Q1)	The activities are aligned with the students' needs as observed from the PHIL-IRI assessment	It is evident that scaffolding strategies were used to aid students to comprehend the meanings of the words presented in the text.
<b>Evaluator 2</b>	The material's contents are appropriate and adherent. It is obvious that the activities are well-thought of. (E2Q1)	Some activities have to be made from the easiest to the most challenging to motivate students to tap on their prior knowledge of the meanings of the words.	Context clues were used to assist students to understand more about the short text presented.
<b>Evaluator 3</b>	The contents are very helpful for the	The activities target the needs specifically of	Sequential reading was emphasized in
<b>Evaluator</b>	Question 1	Question 2	Question 3
	teachers in guiding the students to progress in their reading ability. (E3Q1)	Grade 7 struggling readers.	the design and structure of the activities.
<b>Evaluator 4</b>	The contents are in conformity with DepEd guidelines in the way the activities were included. (E4Q1)	The material is indeed appropriate for students in the frustration level.	The activities are progressive and ladderized starting from simple to complex.
<b>Evaluator 5</b>	It caters the needs of the students who are struggling in reading. It was designed in	The reading worktext provides the appropriate exercises for struggling	The five pillars of reading are very evident in the material.



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	accordance with the set competencies by DepEd. The material helps to bridge the gap. (E5Q1)	readers. It is simple and comprehensible.	
<b>Evaluator 6</b>	The reading material was made based on the needs assessment conducted by the researcher. (E6Q1)	The five pillars of reading are very evident in the material.	The five pillars of reading were evident in the entire content of the reading worktext. The preliminary activities made use of repetition drills.

Table 8 presents the recommendations of the evaluators who are English teachers of Rafael L. Lazatin Memorial High School on the improvement of the reading worktext. The first question, "Do you agree that the contents of the reading worktext are in conformity and adherence to DepEd guidelines on the preparation of modules/SLM's and other learning materials?" elicited comments from teachers such as: (1) The contents of the reading worktext are good enough as those conform with the needs of the students as struggling readers. The activities are aligned with some of the requirements intended in the development of reading materials in the school level; (2) The material's contents are appropriate and adherent.

It is obvious that the activities are well-thought of; (3) The contents are very helpful for the teachers in guiding the students to progress in their reading ability; (4) The contents are in conformity with DepEd guidelines in the way the activities were included; (5) It caters the needs of the students who are struggling in reading. It was designed in accordance with the set competencies by DepEd. The material helps to bridge the gap; and (6) The reading material was made based on the needs assessment conducted by the researcher.

The second question which states, "Do the activities included in the reading worktext target the needs of the students in reading? Do you have other suggestions to make the activities more helpful for the students?" elicited comments like: (1) The activities are aligned with the students' needs as observed from the PHIL-IRI assessment; (2) Some activities have to be made from the easiest to the most challenging to motivate students to tap on their prior knowledge of the meanings of the words; (3) The activities target the needs specifically of Grade 7 struggling readers; (4) The material is indeed appropriate for students in the frustration level; (5) The reading worktext provides the appropriate exercises for struggling readers.

It is simple and comprehensible; and (6) The material targets the needs of the learners because the sequence of difficulty of the content was established accordingly. The third question which states, ". What reading strategies were emphasized in the activities embedded in the reading worktext?" was provided comments such as: (1) It is evident that scaffolding strategies were used to aid students to comprehend the meanings of the words presented in the text; (2) Context clues were used to assist students to understand more about the short text presented; (3) Sequential reading was emphasized in the design and structure of the activities; (4) The activities are progressive and ladderized starting from simple to complex; (5) The five pillars of reading are very evident in the material; and (6) The five pillars of reading were evident in the entire content of the reading worktext. The worktext may meet the reading needs of the students. It would be helpful to include guided topics such as the environment, current events, and the like. The preliminary activities made use of repetition drills.

The findings implied that the reading worktext is generally acceptable as to its content, clarity, appeal, originality, and readability. From the evaluation measures conducted during learning action cell (LAC) sessions with the Head Teacher, Master Teacher and Grade Seven English teachers of Rafael L. Lazatin Memorial High School, the reading worktext was proven to be crafted based on the needs analysis results, list of least learned competencies, and focus group discussion sessions conducted among Grade Seven students. Despite the reading worktext's general acceptability, it was recommended that it has to be quarterly updated to attend to the needs of readers at the frustration level. Contextualized reading materials and localized story contents shall also be considered for the worktext to be continuously adopted as part of the school's reading program. It was also proposed that the reading worktext be adopted to the needs of struggling readers in different grade levels in a large category junior high school. Secondary learners identified as readers in the frustration level have to be provided contextualized learning materials that will provide ease of understanding a text, increased interest in the reading activity or program, and continuous motivation to explore contextualized reading materials.



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Table 9

List of Least Learned Competencies Identified among Grade Seven Students of Rafael L. Lazatin Memorial High School During the Academic Year 2021-2022

Quarter	Least Learned Competencies	Code
1	Use phrases, clauses, and sentences appropriately and meaningfully	EN7G-II-a-1
	Use appropriate reading strategies to meet one's purpose (e.g., scanning, skimming, close reading, etc.)	EN7RC-IV-b-10
2	Summarize key information from a text	EN6OL-IVj-3.6
	Use analogy to describe or make a point	EN7LT-IV-h-3
	Transcode information from linear to non-linear texts and vice-versa	EN8RC-IIe-11
3	Express one's beliefs/convictions based on a material viewed	EN7VC-IV-i-16
	Cite evidence to support a general statement	EN7RC-IV-g10.4
	Raise sensible, challenging thought-provoking questions in public, forums/panel discussions, etc.	EN7OL-III-h1.3.1
	Explain how a selection may be influenced by culture, history, environment, or other factors	

Table 9 presents the list of least learned competencies identified among Grade Seven students of Rafael L. Lazatin Memorial High School during the academic year 2021-2022. It was reported by Grade Seven teachers during the end of each quarter as observed from the results of formative and summative assessments. The preliminary activities in the reading worktext presented words, phrases, clauses and sentences about the living room, kitchen, different parts of the house, and daily routinary activities.

Learners' knowledge of how words are linked together will aid them to do scanning, skimming and close reading with ease. Matching type activities in the worktext were followed by multiple-choice reading comprehension activities to enable students to use analogy in making descriptions of the concepts related to what they encounter every day as a learner. The students were presented with pictures or images of daily activities, and they were also provided with a description of the characters' actions using phrases and sentences. The use of non-linear text to guide the students to understand more about the steps in cooking noodles.

Linear text was also presented to let the students arrange the steps in preparing noodles. Students were also given instructions to practice reading the sentences after answering every activity. The text about a park where most students in Balibago, Angeles City, Pampanga gather to play, and to study was presented in a way that students would learn to synthesize how significant the place is and what kind of student experiences contributed to the general statement that "Astro Park" becomes a meaningful place for the characters in the text.

The list of least learned competencies was used by the researcher since the implementation of distance learning modality may have affected the results of the needs assessment tool given to all Grade Seven students at the frustration reading level. Least learned competencies in all subjects serve as a directional core of teaching and learning objectives as well as a clear guide for educational practitioners and teachers in crafting and developing materials for their learners (Monteron & Sanlad, 2020).





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Table 10  
Focus Group Discussion with Grade 7 Students Who Received the Reading Worktext

Student	Question 1	Question 2
<b>Student 1</b>	Contents about the different parts of the house are too easy to answer.	It helped me to understand words like therapy, recreation, and after-school activities.
<b>Student 2</b>	We want to read stories about what we love to explore in our city. We like to read a story about Astro Park where we usually did our dancing practice sessions before the pandemic started.	I like the words included in the story about shopping malls. I recalled how people who go grocery shopping speak using the English language. While learning the words and looking at the pictures, I imagined going grocery shopping with my family.
<b>Student 3</b>	I want to read stories about riding different colored-jeepneys in Angeles City. Daily commuters have endless stories to share about their experiences in riding jeepneys.	I like it when there are a lot of pictures in the preliminary activities and how the use of many images was decreased in the latter reading tasks.
<b>Student 4</b>	I find stories about daily routines a little bit boring since I already encountered activities about daily routines in books that I studied when I was in elementary school.	After I experienced answering the reading worktext, I felt that I can also guide my younger siblings to improve on their reading skills.
<b>Student 5</b>	I felt inspired and excited when I saw the images of the different parts of the house. I want to cry because I want to have a nice house with my family. My family experienced living in a cart and in a small garage.	I want to say honestly that some words like community, spread, portable, and restaurant are difficult to pronounce but I was able to grasp what the word means when I tried to read and understand the story contents.
<b>Student 6</b>	I think students can contribute stories to share so they feel related to the stories in the reading worktext.	I will learn more when the stories are what I commonly observe from the people in my community.

Table 10 shows the responses of Grade Seven students attending face-to-face classes and who were also given a copy of the worktext a month before the administration of the focus group discussion. The two questions were provided to them using the English language and were explained in Filipino language. They also answered using Filipino language. The students shared that they had meaningful experiences in reading the stories, answering the activities, and sharing the reading worktext contents to their younger siblings. Consequently, they find some of the items too easy for their level and they requested to have more stories about the experiences of people they closely observe in their community like those who sell noodles, dumplings, and food on the street, and those who ride passenger jeepneys every day.

Interestingly, focus group discussions (FGDs) are used in different fields of research to achieve a deeper understanding of the participants' beliefs, level of experiences, and insights that would directly or indirectly contribute to the myriad of concepts and ideas to be embedded in a research undertaking. Focus group discussions consist of participants with similar characteristics and directed towards a common goal in a given study (Nyumba, Wilson, Derrick & Mukherjee, 2018; Mishra, 2016). In this research study, the use of focus group discussion among Grade Seven students had been very effective in improving the type of texts, task-based lessons, and arrangement of stories included in the reading worktext.

### Summary, Conclusions, and Recommendations

#### 1. Results of Needs Analysis Among Grade Seven Students in the Frustration Level

In the first section of the needs assessment tool, the results indicate that readers at the frustration level are on Emergent Reader Level 3. The students with the mentioned level of knowledge in phonemic awareness can easily



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identify and manipulate familiar individual sounds in commonly-encountered words with a sound, short e and I sounds, long e and i sounds, and several consonant sounds.

The second section of the needs assessment tool focused on assessing students' knowledge on phonics. The results indicate that Grade Seven students who are at the reading frustration level are on Emergent Reader Level 2. It indicates that students categorized in this level can easily categorize words in a set that begin with the same sound and blend phonemes into one syllabic words. Students with emergent reader level 2 in phonics can easily do activities like: (1) Rhyme Matching Games; (2) Discriminating Rhymes; (3) Identifying word sounds; (4) matching type; (5) reading words; (6) reading short text; (7) reading stories; and (8) reading dialogues.

In the three foregoing sections which are vocabulary, oral reading fluency, and reading comprehension, it appeared that Grade Seven students at the reading frustration level are on Emergent Reader Level 2. Students can easily learn how words sound and what the words mean, how words make sense when integrated into phrases sentences. The overall percent of Grade 7 students' scores on the needs assessment tool was observed as lowest or poorest on oral reading fluency which is only 29%, 45% is the overall percentage of students' scores on reading comprehension, the overall percentage of students' scores on vocabulary is 54% and it is 69% for both phonics and phonemic awareness.

## 2. Evaluation of the Reading Worktext

The reading worktext was developed in adherence to the criteria which focused on: (1) acceptability level of content, (2) evaluation of the clarity of the worktext, (3) appeal of the worktext to the target users, and (4) originality of the worktext. The acceptability level of the content was evaluated as 'Strongly Acceptable' with a mean of 3.71. The weighted mean on the clarity of the worktext is 3.71 with a descriptive rating of 'Strongly Acceptable'. The appeal of the worktext to the target users had a weighted mean of 3.29 with a descriptive rating of 'Strongly Acceptable'.

The computed weighted mean after the evaluation on the originality of the worktext is 3.40 with a descriptive rating of 'Strongly Acceptable'. The overall evaluation of the reading worktext based on the criteria presented is 3.53 which is "Strongly Acceptable" which means that the contents, clarity of the contents, appeal and originality of the reading worktext have to be completely and accurately improved and developed before it can be fully adapted in one of the reading programs to be conducted by the participating school in the succeeding academic years. The readability of the reading worktext was deemed acceptable by the six evaluators as to the indicators as (1) instructions/directions included in the worktext; (2) words, phrases, clauses integrated in reading practice sessions; (3) layout, font size, and font styles used; (4) alignment of words, phrases, and clauses to students' reading level; (5) style of writing and expression.

## 3. Results of Learning Action Cell (LAC) Sessions

As stated on the recommendations gathered from the six material evaluators, the reading worktext is generally in conformity with the guidelines set by the Department of Education in the preparation of self-learning modules. The reading worktext consists of a set of learning objectives, an overview of what to be found and expected inside the material, pre-assessment tool, developmental tasks, and post assessment tool. The least learned competencies were reviewed by the evaluators together with the researcher in forming suggestions and recommendations to form the initial draft of the reading worktext.

The presentation of words prior to the presentation of passages, the inclusion of matching type activities, filling in the blanks to complete a simple and short story, and multiple-choice reading comprehension questions showed how the reading worktext was formed in consideration of the least learned competencies of the Grade Seven students during the first, second, and third quarters of the school year 2021-2022. The use of linear and non-linear text was also evident in the reading worktext as shown on the reading activity on how to cook 'Korean Ramen Noodles'. Diagrams and illustrations were effectively utilized to increase the appeal and efficacy of the reading worktext as a self-learning material. The combination and the use of linear and non-linear text in the presentation of each lesson and reading activity was very helpful and has been consistently utilized in all levels of reading tasks intended for students in the reading frustration level.

## Conclusions

Based on the summary of findings from the needs analysis on reading and evaluative synthesis and analysis of the study by the English teachers, the following conclusions could be inferred.

### 1. Needs Analysis

Grade 7 students' oral reading fluency has the lowest percentage of students' scores, and it is attributed to their lack of exposure to reading the target language. The students' previous knowledge of the words was not

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reinforced in a consistent manner. The students' reading comprehension skills were limited to the literal level and they need to be consistently provided with reading exercises to easily grasp the ideas from the text presented. The students were able to answer basic questions about the text presented. The questions which were supported by some images and context clues were easily answered by the students and it was evident on the mean percentage of scores gathered from the results of the activities.

The students' reading vocabulary skills were evidently on the surface or literal level. The images presented in the reading worktext aided the students' understanding of the words associated with each other and how the words make sense when grouped together in a sentence. The students were able to match the words to the images that they represent.

The highest percentage of the students' scores was on competencies focused on phonics and phonemic awareness. Grade 7 students' skills in phonics can be described as the same as for those in the elementary level. The lack of required skills in phonics affects how readers can manipulate and identify different phonemes. Grade 7 students' knowledge on phonemic awareness is limited to the words which are familiar to them such as the words that they have been using as part of the community, school, and family conversations.

## 2. Evaluation of the Reading Worktext

The reading worktext was evaluated as strongly acceptable as to the overall contents. It supported the principle that the contents of the reading worktext should be engineered from the easiest to the most challenging. All the preliminary activities aided in the understanding the succeeding activities that required the students to read, comprehend what was read, and process what they learned to answer questions about the short text. Moreover, the arrangement of the topics provided a clear sequence of understanding to the learners which means that the sequence of activities must be improved leading to the succeeding tiers of reading activities to make it easy for the students to follow the flow of activities and to process their learning step by step.

The reading worktext was also evaluated in terms of its clarity as highly acceptable. The lessons included in the reading worktext were organized and were able to provide a clear sequence of activities. The directions are understandable and easy to follow since the words embedded in the instructions were simple and were commonly used in the elementary reading activities to which the students were exposed to. On the contrary, the lessons and activities must be developed to become preparatory activities, and have it connected to expected activities to be given to the students. In addition, the evaluators recommended that each lesson shall be explained in a simplified manner to three sets of target audience: (1) teachers, (2) students, and (3) parents. The flow of activities is good; hence, it can be improved by providing a simple and concise explanation as to how important it is to process learning from one activity to another. The use of the 'reminders' section at the end of each activity aided the learners to grasp how to use their mastery of previous activities to proceed smoothly to the foregoing tasks. Nevertheless, students should be actively monitored so skipping activities can be avoided.

The reading worktext was evaluated as acceptable in terms of its originality. Its acceptability becomes evident on the localized and contextualized stories to which the students can easily relate to. It captivates the learners' interest, and it stimulates the learners to answer different activities. The text and related activities were not challenging enough to enhance the readers' critical thinking; hence, it was emphasized that the reading worktext should motivate the students to indulge their imagination to the movements of the characters and events that will be embedded in the text within the reading material. Some examples, tasks and activities were not engineered to integrate positive attitude to the target learners. Furthermore, there is still a need to improve the worktext to develop students' critical thinking by making them analyze words, sentences, and story's characters and plot.

The design of the worktext is highly acceptable as reflected on the evaluators' review and it is quite different from the commonly presented reading materials used for the school's reading program. Consequently, it was still not as exceptionally structured or designed as to those division-approved reading worktext in the Division of Angeles City. There is still a need to improve the design of the worktext to make all the elements like the images, border, and instruction boards work together.

To highlight its acceptability in terms of its appeal and design, it serves as a new approach in teaching reading with the inclusion of other disciplines for the struggling readers to expand their vocabulary not only in the use of English for practical situations but in the academic use of the language in subjects like Mathematics, Science, Livelihood, and Social Studies. The reading worktext was also acceptable in terms of providing relevant evaluation measures because it has a pre-assessment tool that will help teachers and reading facilitators determine the reading level of the students and decide what tier should students start with and if they need more scaffolds on reading prior to indulging in the worktext.





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Consequently, it lacks enough activities to promote skill development through authentic learning activities among the learners. Nevertheless, the reading worktext becomes more engaging for it has activities that enable students to immerse in processing information and developing skills that lead to life-long learning.

### 3. Learning Action Cell (LAC) Sessions/Discussions Results

In conclusion, the reading worktext is in conformity and adherence to the guidelines set by the Department of Education in the preparation of self-learning modules (SLMs) as approved by the evaluators. In addition, the evaluators agreed that the contents, instructions, and activities in the reading worktext are adherent to competencies that are encouraged to be met in the course of learning to read in the seventh grade. The contents of the reading worktext were focused on the identified needs of the learners; hence, it is efficient to be used to target learners who are the struggling readers in the seventh-grade level.

The second question collectively gathered necessary and valuable information for the study. When evaluators were asked if the activities in the reading worktext were aligned with the information gathered from the needs analysis, they agreed that most of the contents of the reading worktext were able to meet the most important skills to be developed among the target learners. It was also mentioned that the sequence of difficulties designed for the activities aided the students to easily accomplish one activity to another activity. The reading strategies employed by the researcher and module writer were scaffolding, sequential reading, use of context clues, progressive, and ladderized reading activities.

### Recommendations

The recommendations included were based on the conclusions of the study.

For module writers and future researchers:

1. The reading worktext should be integrated with a combination of words that students commonly encounter in their community, school, daily life experiences and words that they need to assimilate in order to learn the competencies and concepts in various disciplines. It was highly recommended that the reading worktext must have levels or tiers and the contents should all be interrelated as well as the design of the activities. This could be done through a more detailed and thorough explanation of what each activity targets or requires to be achieved by the learners. A guide should be included which is intended as a form of communication to parents, guardians and teacher-facilitator who will use the reading worktext in a particular school reading program. Developing the students' reading comprehension precedes oral fluency as the most challenging skill that could be developed for the totality of students' reading ability. Students at the reading frustration level can be assisted greatly by providing them multiple pathways and opportunities to increase their vocabulary. The activities are the reading worktext which required the students to compare the images and the words they represent can be expanded by including phrases and letting students evaluate, compare, classify words that can be grouped together. It is necessary to emphasize the goal of every activity to the expectations among the struggling readers on what they need to achieve during the course of studying the material. Based on the findings and conclusions of the study on the evaluation of the reading worktext, phonics and phonemic awareness had the highest percentage of students' scores; consequently, the results are still not as favorable as expected from readers within their age group. The activities in the reading worktext that target the development of students' phonological and phonemic awareness are not broad enough and those have to be expanded into levels that will have a checkpoint to assess if students can further study in higher leverage of expanding their knowledge and skills in phonics and phonemic awareness.

For reading teachers:

1. It is highly recommended to include topics which cover most of the subjects that readers at the frustration level have during their seventh grade. The reading worktext should function as a scaffold for the Grade 7 learners to easily assimilate concepts in different subjects that they have. The activities should also be restructured as aligned with the competencies in different subjects like Mathematics, Science, Social Studies, Physical Education and Health. The reading worktext may be used as reading instructional material in a home-based reading remediation program. The parents may be involved in the program and have them participate in a series of orientation on how to form strategies in using the material to teach reading at home to their children. The reading worktext may also be digitally



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transformed using 'Kotobee' and other computer applications. In doing so, the students who have devices can easily accessed the reading worktext anywhere and anytime if their device is connected to the Internet. It must be highly recommended that the clarity of the reading worktext be improved. It can be made more feasible by trying to make the material available in printed and electronic format. Thereafter, the reading worktext's appeal can be improved by adding images and illustrations directly connected to the instructions. The images that can be used in the reading worktext and the layout should be properly aligned with the learning targets of the students. The description as to how the activities may be completed should be also made and illustrated using charts, diagrams, and tables.

2. In totality, the reading worktext serves its purpose to dramatically improve students' skills in reading through the activities centered on developing skills on the five pillars of reading: (1) phonics, (2) phonemic awareness, (3) vocabulary, (4) reading comprehension, and (5) oral reading fluency. It is highly recommended to have this research study as basis in developing a paradigm in how reading instructional materials should be developed and utilized in the school level by teachers, parents or guardians, particularly, the students themselves. It is highly recommended that the reading worktext shall include passages about topics that Grade Seven students are learning in different subjects such as Science, Math, Social Studies, Technology and Livelihood Education, Music, Arts, Physical Education and Health. As an example, Science teachers would like to include terms like saturated, unsaturated, matter, experiments, chemical reaction, and the like in passages to be included in the worktext. The reading worktext should ideally include topics and least learned competencies in all their subjects that they learn using English as a medium of instruction. Reading endeavors in every institution shall be the attended by all teachers and shall not only rely on the sole responsibilities of language teachers. The use of this study for future investigations on how to improve the reading capacities of readers at the frustration level must be done by employing quantitative and qualitative research methodologies. This research study may also serve as a reference to future experimental studies to test the efficacy of the use of the reading worktext in a school's reading worktext.

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