

Effectiveness of Project Beginning Reading Intervention for Teachers and Pupils in Early Grades (BRITE) in Improving the Literacy Levels of Grade 3 Pupils

LUZVIMINDA A. OBAOB

Teacher III

Western Leyte College

Master of Arts in Education

Major in School Administration and Supervision

luzviminda.obaob@deped.gov.ph

Abstract —To strengthen the reading proficiency of every learner and help nurture a culture of reading which considered a requisite skill in all content areas, DepEd announced the “Hamon: Bawa’t Bata Bumasa” (3Bs) initiative. As part of the implementation of 3Bs Initiative, teachers are instructed to craft and formulate innovative programs and projects to aid in teaching literacy and eradicate non-readers among key stage 1 pupils. Project Beginning Reading Intervention for Teachers and pupils in Early grades (BRITE) is one of the projects formulated by the teachers in improving the literacy levels of the Grade 3 pupils. Being one of the program proponents, the researcher conducted this study to evaluate the effectiveness of Project BRITE in improving the literacy levels of the pupils. Employing the quasi-experimental research design, this study was evaluated through reading passages with comprehension questions conducted to the Grade 3 pupils. Simple percentage and t-test of mean difference were the statistical tools used to interpret the result of the study. The study revealed a significant difference in the performance of the Grade 3 pupils before and after the implementation of Project Beginning Reading Intervention for Teachers and pupils in Early grades (BRITE) in teaching literacy utilizing the learning materials and activities provided by the teachers and with the integration of varied and differentiated teaching strategies, techniques and approaches and the positive attitude and eagerness of the pupils to learn to read contribute in improving their literacy levels. Thus, making the intervention an effective program in assisting the teachers in teaching literacy skills and in achieving an excellent reading performance among pupils.

Keywords — *Effectiveness, Project BRITE, Literacy Levels, Grade 3 Pupils*

I. Introduction

Reading brings meaning to the printed page. It is the most important skill a learner should possess since it is a gateway to the development of academic skills across all disciplines. If a child cannot read, he will not be able to access the content in his other learning areas.

The COVID-19 pandemic brought about a great effect on the learners reading performance and creating a language-rich and print-rich environment online was impossible for the teachers. Even developing love for reading among students was impossible to do since there were no teachers who could guide the learners.

To address the concerns of the teachers, especially in Key Stage 1, Isabel Central School tried its best to capacitate and upskill the teachers before the opening of classes last August 22, 2022. School-Based Capacity Building and Upskilling was done to re-orient teachers on the strategies and methods in teaching basic literacy skills. Moreover, this is also to capacitate teachers to become effective reading teachers.

In the trainings for teachers, the learning sessions included are the pedagogies in teaching Beginning Reading such as Two-Track Method which could be taught Explicitly, Fullers Method, Marungko Approach, and the different Diagnostic Tests in Reading such as Early Grade Reading Assessment (EGRA), Comprehensive Rapid Literacy Assessment (CRLA), Early Child Development (ECD) Checklist and the Philippine Informal Reading Inventory (Phil-IRI).

It is expected that all Key Stage 1 learners will be tested, and the results will be tabulated and utilized for a classroom-based Reading Plan. This is in support of the Department of Education Bawat Bata Bumabasa Program (3B's Initiatives) which is based on DepEd Memorandum No. 173, s. 2019, DepEd mandates all schools equip learners with reading skills to make them proficient and independent readers in their grade level which will nurture a culture of reading in the different classrooms. This is to answer the problem that there are still many early grade learners struggling to meet the learning standards in early language, literacy, and numeracy.

In the implementation of literacy programs, teachers play a crucial part in the education system and are essential to providing children with quality learning opportunities. They promote the development of reading skills by providing direct and explicit reading instruction that builds learner mastery through scaffolded instruction and incorporates universal design for learning principles. Reading teachers should have a solid understanding of the six components that contribute to successful beginning reading also known as the "Big Six" which are: 1) Oral Language: 2) Phonological Awareness: 3) Phonics: 4) Vocabulary: 5) Fluency: 6) Comprehension.

Teachers need to provide important insights to inform and modify program components, like professional development opportunities that address issues of language in teaching and learning. Training and professional development opportunities for teachers should be tailored to meet teacher's specific needs and develop their pedagogical skills in teaching reading. These six

aspects to the process of reading work together to create a reading experience. As children learn to read, they must develop all these skills to become successful readers. Before they become successful or independent readers the reading teachers must be capacitated on the pedagogies in teaching utilized in the classroom. All school interventions must be data based accompanied with a plan which will guide the teacher. Hence, this intervention came into being which aims to address the above-mentioned problems, issues, and concerns.

Project BRITE (Beginning Reading Intervention for Teachers and pupils in Early Grades) has been crafted to capacitate teachers in teaching beginning reading which will infect positive learning outcomes to the pupils. Further, this innovative project of the school aims to assist the learners in achieving improved literacy performance. Project BRITE has learning materials and tools which help the teachers in assessing the performance of the learners.

Project BRITE is an acronym for Beginning Reading Intervention for Teachers and pupils in Early grades. This project aims to address the problems on literacy of which most of the learners are struggling at as in the result of the pre-test assessment conducted at the start of the opening of face-to-face classes. This aims to train the untrained teachers on Early Language Literacy and Numeracy (ELLN) and train teachers on the different diagnostic tests in Reading, mechanics on how to conduct the different tests, analysis, interpretation and utilization of the test results.

There are activities conducted in the implementation of the project. Profiling of Key Stage 1 is the first activity in the project. Content of the profile of teachers is the training attended by them in beginning reading and their competencies in teaching such. After knowing the profiles of teachers, training design is crafted to conduct capability building to teachers as based on the training needs assessment conducted. After the training, teachers were capacitated to teach beginning reading to the pupils identified as frustration and non-readers. School heads must conduct monitoring through the utilization of the tool crafted with this project. An on-the-spot oral reading test will be conducted as one way of monitoring the progress of the pupils. At the same time, classroom observation is conducted to the teachers to make sure that the implementation of the project is religiously followed.

This Project BRITE is a school-initiative reading intervention which addresses improving the literacy levels of the identified frustrations and non-readers and at the same capacitated teachers with teaching reading strategies and approaches which will help the pupils achieve reading performance for the grade, as this study is aimed at. Researchers believe that through the implementation of Project BRITE, literacy levels of the learners will then improve.

Thus, it is in this premise that the researcher who is the proponent of the project decided to conduct this study to evaluate the effectiveness of Project Beginning Reading Intervention for Teachers and pupils in Early grades (BRITE) in improving the literacy levels of the Grade 3 pupils. A proposed improvement plan was formulated based on the findings of the study.

It is in the rationale that the researcher who is currently a grade 3 teacher in the above mentioned local, would like to delve worthy research undertaking that will benefit herself, the school she is currently teaching and that of her Graduate Program she is enrolled at.

This study evaluates the effectiveness of Project Beginning Reading Intervention for Teachers and pupils in Early grades (BRITE) in improving the literacy levels of the Grade 3 pupils in Isabel Central School of Isabel I District, Leyte Division for School Year 2022-2023. The findings of the study were the basis for the proposed improvement plan.

Specifically, this study sought to answer the following questions:

1. What is the performance of the Grade 3 pupils in reading before the implementation of Project Beginning Reading Intervention for Teachers and pupils in Early grades (Project BRITE)?
2. What is the performance of the Grade 3 pupils in reading after the implementation of Project Beginning Reading Intervention for Teachers and pupils in Early grades (Project BRITE)?
3. Is there a significant difference in the performances of the Grade 3 pupils in reading before and after the implementation of Project Beginning Reading Intervention for Teachers and pupils in Early grades (Project BRITE)?
4. What improvement plan can be proposed based on the findings of this study?

II. Methodology

Design. This study employed the quasi-experimental research design utilizing the pre-test and post-test to evaluate the effectiveness of Project Beginning Reading Intervention for Teachers and pupils in Early grades (BRITE) in improving the literacy levels of the Grade 3 pupils for School Year 2022-2023. Isabel Central School, Isabel I District, Leyte Division is the main locale of the study. The 38 Grade 3 pupils enrolled in the said locale for School Year 2022-2023 are the main respondents of the study. A researcher-made passages with comprehension questions paralleled to that of the Philippine Informal Reading Inventory (Phil-IRI) were the tools used to measure the literacy performance of the Grade 3 pupils. Lesson plans in reading integrating the use of techniques, strategies and methods learned from the capability building and upskilling attended as part of the implementation of the project used during the data gathering as intervention for the study. Moreover, learning activities and materials used in teaching reading and as stipulated in the lesson were formulated as an aid in teaching literacy. A matrix of activities was crafted to guide the teacher-researcher the flow of her study. This research focused on evaluating the effectiveness of Project Beginning Reading Intervention for Teachers and pupils in Early grades (BRITE) in improving the literacy levels of the Grade 3 pupils through the pre-test and post-test

and its significant difference. A Proposed Improvement Plan based on the findings of the study is the output.

Sampling. There are 38 Grade 3 pupils involved in this study. The research instruments were administered face-to-face with consent from the Local IATF and strictly following the prescribed Health Protocol during the face-to-face classes.

Research Procedure. The researcher prepared the research design and tools utilized in the study. Approval and recommendation from the Panel of Examiner of the Graduate Studies was sought. A letter request to conduct this study was forwarded to the Office of the Schools Division Superintendent. Upon approval, permission from the District Supervisor and School Head was secured before the actual gathering of data. Orientation of the participants and administration of the pre-test was done face-to-face after the approval of the permit from the parents of the respondents. After accomplishing the pre-test, intervention was given within four weeks. The utilization of learning activities and materials used in teaching reading and the integration on the use of techniques, strategies and methods learned from the capability building and upskilling to improve the literacy performance of the Grade 3 pupils was emphasized in the study. After the four-week intervention, the post-test was administered. Results of the tests were collected. Data were tallied and submitted for statistical treatment. Analysis and Interpretation of Data. Making of Proposed Improvement Plan followed.

Ethical Issues. The researcher properly secured the permission to conduct the study from the authorities through written communication. In the formulation of the intervention materials that was used in the study, the use of offensive, discriminatory, or other unacceptable language was avoided. The respondents' names and other personal data were not included in this study to protect their privacy. Participation of the respondents was also voluntary. Orientation was conducted for the respondents with their parents. In the orientation, issues and concerns were addressed and consent to be included in the study were signed. The researcher-maintained objectivity in analyzing and discussing the results. All authors whose works were mentioned in this study were properly quoted and were acknowledged in the reference.

Treatment of Data. Simple Percentage was employed to evaluate the performances of the Grade 3 pupils before and after the implementation of Project Beginning Reading Intervention for Teachers and pupils in Early grades (BRITE). **t-Test of Mean Difference** was used to determine the significant difference in the performances of the Grade 3 pupils before and after the intervention given.

III. Results and Discussion

Table 1
Performance of the Grade 3 Pupils Before the Implementation of Project BRITE

Score Range	Description	PRETEST	
		Frequency	%
17-20	Excellent	0	0
13-16	Very Good	10	26
9-12	Good	28	74
5-8	Fair	0	0
0-4	Poor	0	0
Total		38	100
Weighted Mean		11.79	Good

Table 1 presents the performance of the Grade 3 pupils before the implementation of Project Beginning Reading Intervention for Teachers and pupils in Early grades (BRITE) in teaching literacy. It was revealed on the table that among the 38 Grade 3 pupils, 10 or 26% got a score of 13-16 which is interpreted as very good. This means that that these Grade 3 pupils have acquired the basic knowledge in literacy. They can already recognize words correctly and are able to answer some of the comprehension questions. This implies that these pupils need enhancement activities where their basic understanding of the passages read be improved. The strategies, techniques and approaches learned by the teachers during the upskilling activities are appropriate to be implemented in teaching literacy. Moreover, 28 or 74% among the 38 Grade 3 pupils were able to get a score of 9-12 which is interpreted as good. This means that there are difficult questions which need their critical thinking to be used where they were not able to answer it. These pupils can already recognize the words for the grade but not all comprehension questions asked were answered correctly. This implies that intervention activities be provided to the learners and varied, differentiated and appropriate learning materials, activities and reading passages be provided to them to achieve positive learning outcomes. Finally, the performance of the Grade 3 pupils before the implementation of Project Beginning Reading Intervention for Teachers and pupils in Early grades (BRITE) got a weighted mean of 11.79 which is interpreted as good. This means that not all pupils were able to achieve the desired literacy levels for the grade. Though the pre-test performance is good does not mean that these pupils do not need intervention activities and materials. They need further learning, interactive activities and proficient teachers where their expertise in teaching literacy be shown. This implies that the techniques, strategies and approaches in teaching literacy taught during the training incorporated in the intervention project be implemented to help the pupils learn to read with fluency and understanding of the text read.

Table 2
Performance of the Grade 3 Pupils After the Implementation of Project BRITE

Score Range	Description	POST-TEST	
		Frequency	%
17-20	Excellent	37	97
13-16	Very Good	1	3
9-12	Good	0	0
5-8	Fair	0	0
0-4	Poor	0	0
Total		38	100
Weighted Mean		19.05	Excellent

Table 2 presents the performance of the Grade 3 pupils after the implementation of Project Beginning Reading Intervention for Teachers and pupils in Early grades (BRITE) in teaching literacy. It was revealed on the table that among the 38 Grade 3 pupils tested, 37 or 97% got a score of 17-20 which is interpreted as excellent. This means that after the implementation of Beginning Reading Intervention for Teachers and pupils in Early grades (BRITE) in teaching literacy, the performance of the pupils improved. This implies that the teachers can hit the target of making them independent readers. The introduction and integration of differentiated teaching strategies, techniques and approaches in teaching reading, the materials used and the regular monitoring of the school administrators to the teaching-learning process has helped in achieving the goals in reading. Moreover, there is only 1 Grade 3 pupil or 3% among the 38 pupils got the score of 13-16 which is interpreted as very good. This means that all the Grade 3 pupils learned the lessons and mastered the competencies taught to them by their teachers. This implies that being attentive to the lesson and doing the activities religiously helped in making the pupils read. This is shown in the result where the weighted mean of 19.05 was achieved. This means that the performance of all Grade 3 pupils has increased after the implementation of Project BRITE.

Table 3
Test of Difference Between the Performances of the Grade 3 Pupils
Before and After the Implementation of Project BRITE

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
Grade 3 Pupils Performance	Pre	11.79	2.664	0.873	Reject H ₀	Significant
	Post	19.05				

Table 3 presents the test of difference between the performances of the Grade 3 pupils before and after the implementation of Project Beginning Reading Intervention for Teachers and pupils in Early grades (BRITE) in teaching literacy. The statistical bases and analysis of the result of the test conducted before and after the intervention with 0.05 level of significance or the rejection level while the t-critical value is 0.873 from the t-distribution. It was revealed on the table that the result of the literacy assessment to the Grade 3 pupils has disclosed a computed t of 2.664 which means null hypothesis is being rejected. Since the computed value is higher than the critical value it means that there is a significant difference in the performance of the Grade 3 pupils before and after the implementation of Project Beginning Reading Intervention for Teachers and pupils in Early grades (BRITE) in teaching literacy. It is evident in the result of the test conducted before the intervention where the Grade 3 pupils got a weighted mean of 11.79 and it increases to 19.05 after the integration of the intervention. This implies that the implementation of Project Beginning Reading Intervention for Teachers and pupils in Early grades (BRITE) in teaching literacy is effective. The learning materials and activities provided to the pupils equipped with the recent strategies, techniques and approaches contributed much to the attainment of the goals in reading. Thus, making the intervention an effective program in assisting the teachers in teaching literacy skills and in achieving an excellent reading performance among pupils. When learners can read well, they can show good performance in other language skills. As previously stated, the attitudes and self-assurance of young children toward reading are proven to predict their reading performance (McGeown et al., 2015 cited by Kaban & Karadeniz, 2021). To be able to read helps in children's development in language skills (Dickinson et al., 2012 cited by Kaban & Karadeniz, 2021), this, in turn, promotes broader educational attainment. (Sullivan & Brown, 2013; cited by Kaban & Karadeniz, 2021).

IV. Conclusion

The study revealed a significant difference in the performance of the Grade 3 pupils before and after the implementation of Project Beginning Reading Intervention for Teachers and pupils in Early grades (BRITE) in teaching literacy utilizing the learning materials and activities provided by the teachers and with the integration of varied and differentiated teaching strategies, techniques

and approaches and the positive attitude and eagerness of the pupils to learn to read contribute in improving their literacy levels. Thus, making the intervention an effective program in assisting the teachers in teaching literacy skills and in achieving an excellent reading performance among pupils.

V. Recommendations

1. Utilize the proposed improvement plan formulated for it is proven to be effective.
2. Implementation of Project Beginning Reading Intervention for Teachers and pupils in Early grades (BRITE) in teaching literacy is effective so teachers must adopt the project.
3. The Department of Education may fully support the continuing professional development of pupils based on the principle of lifelong learning and DepEd's commitment to the development of teachers' potential for their success in the curriculum through the capability building attended by them.
4. Conduct related free training and seminars to the reading teachers to help empower and sustain their knowledge in teaching literacy.
5. Teachers must extend extra time in teaching reading to the struggling readers to improve the literacy performance of the pupils.
6. Teachers must be knowledgeable in providing additional learning support materials and integrating strategies, techniques, and approaches in teaching literacy to the pupils.
7. Teachers must attend training or LAC sessions on the appropriate techniques, approaches, and strategies in teaching literacy.
8. School Heads must regularly conduct monitoring to the teachers in teaching literacy skills.
9. School Heads should encourage and provide technical assistance for the crafting of innovations and research based on the intervention provided to improve the performance of the pupils; and
10. Future researchers should replicate this study to include different locales and include different variables aside from the mentioned in this study.

ACKNOWLEDGMENT

It is a genuine pleasure to express my deep sense of thanks and gratitude to several individuals who have contributed valuable things for the completion of my thesis. First and foremost, Praises and Thanks to God, the Almighty, for His enduring grace, guidance, and protection that He has bestowed upon us every day. All Glory and Honor belongs to Him. To Dr. Jasmine B. Misa, my thesis adviser, for the immense knowledge, invaluable guidance, encouragements, reminders, and for trusting my capabilities which made me motivated to finish my study. For the flawless operation of things behind frails in the arduous toil of my study, I thank the members of my Thesis Committee and Panel Examiners, led by Dr. Bryant C. Acar, Chairman and Scribe of the Pre and Oral Examination panel, and Drs. Annabelle A. Wenceslao and Elvin H. Wenceslao. To the Dean of the Graduate Department of Western Leyte College, Dr. Sabina B.

Con-ui, for your understanding and consideration in all my requests. To my DepEd Leyte Division Family headed by Dr. Mariza S. Magan, for allowing me to conduct this study in our school. To faculty, staff, parents, and students at Isabel Central School, led by our eloquent and kind-hearted School Principal, Mrs. Lolin O. Reyes, I would like to express my gratitude for their contributions to the success of this project. I am extremely grateful to my husband, Aquilino G. Obaob Jr. for the unending support, prayers and for always believing in me to make things possible. To my loving parents, for your unconditional love, prayers and support extended which inspire me to achieve my educational goal. Additionally, I'd like to express my gratitude to everyone who has and will continue to support me and view me as an inspiration. All of these are offered to all of you. To God be All the glory.

REFERENCES

- [1] Baker, L., & Wigfield, A. (1999). Dimensions of children's motivation for reading and their relations to reading activity and reading achievement. *Reading Research Quarterly*, 34(4), 452-477. doi: 10.2307/748216
- [2] Bani A. M., & Bsharah, M. (2014). The effect of speed reading strategies on developing reading comprehension among the 2nd secondary students in English language. *English Language Teaching*, 7(6), 168-174. ISSN: 1916-4742
- [3] Bastug, M. (2014). The structural relationship of reading attitude, reading comprehension and academic achievement. *International Journal of Social Sciences and Education*, 6(4), 931-946. ISSN: 2223-4934
- [4] Bhlool, A. A. (2013). The effect of differentiated instruction strategy on developing ninth graders' English reading comprehension skills at Gaza UNRWA schools (Published Master's thesis, The Islamic University of Gaza).
- [5] Bright, G., & McGregor, P. (1978). *Teaching English as a second language*. London: Longman Publisher. Carson, B. (2000). *Gifted hands*. London: Longman Publisher.
- [6] Catts, H. W., & Kamhi, A. G. (2017). Prologue: Reading Comprehension Is not a single ability. *Language Speech and Hearing Services in Schools*, 48(2), 73. doi: 10.1044/2017_LSHSS-16-0033.
- [7] Chege, E. W. (2012). Reading comprehension and its relationship with academic performance among standard eight pupils in rural Machakos (Unpublished Doctoral dissertation, Kenyatta University).
- [8] Cristobal, L. (2015). *Literacy in the Philippines: The Stories behind the Numbers*. [5]. Stone, S. (2009). "How They Read: Comprehension Monitoring of L1 and L2 Readers." *TESOL Quarterly* 26 (2).
- [9] DepEd CALABARZON Regional Guidelines on Comprehensive Reading Polices, February 14, 2018
- [10] DepEd Order No. 45 s. 2002 Reading Literacy Program in the Elementary School.

- [11] Dess, E., Lumpkin, J. & Eisner, A. (2010). The Impact of Gender on Language Learning: Strategies of Iranian EFL learners. *International Journal of Academic Research*, 3(2), 280-285. Retrieved from [www.ijar.lit.az/pdf/10/2011\(10-46\).pdf](http://www.ijar.lit.az/pdf/10/2011(10-46).pdf)
- [12] Duke, N. K., & Pearson, P. (2002). Effective practices for developing reading comprehension. In A. E. Farstrup & S. J. Samuels (Eds.), *What research has to say about reading instruction?* (3rd ed.). International Reading Association. Retrieved on June 9, 2016, from <http://www.learner.org/workshops/teachreading35/pdf/Dev>
- [13] Grabe, W., & Stoller, L. F. (2002). *Teaching and researching reading*. London: Pearson Education Longman. ISBN: 0-582-36995-9
- [14] Grimm, K. J. (2008). Longitudinal associations between reading and mathematics achievement. *Developmental Neuropsychology*, 33(3), 410-426.
- [15] Hijazi, D. (2012). Difficulties Jordanian non-English major university students face while learning English as a foreign language: A student perspective. *Journal of the College of Education, Aswan University*, 26, 29-54.
- [16] Hoffman, C. (2001). Towards a description of trilingual competence. *International Journal of Bilingualism*, 5(1), 1-17
- [17] James, L. (2014). The integration of a computer-based early reading program to increase English language learners' literacy skills. *Teaching English with Technology*, 14(1), 9-22.
- [18] Kanchan (2016). Effectiveness of self-learning modules on the achievement and retention of undergraduate students in commerce. Dhamija Neelam. Kurukshetra University.
- [19] Kerubo, O. (2014). Correlation between reading comprehension practices and academic performance: A case study of class three pupils in Westlands sub-county, Kenya (Published MA Thesis, University of Nairobi, Kenya).
- [20] Keskin, H. K. (2013). Impacts of reading metacognitive strategies and reading attitudes on school success. *International Journal of Academic Research Part B*, 5(5), 312-317.
- [21] Kolawole, C. O. O. (2009). The state of reading in selected secondary schools in Oyo State, Nigeria. *An International Multi-Disciplinary Journal*, 3(1) 388-398.
- [22] Lawal, R. A. (1997). Mathemagenic behavior in the Nigerian reading comprehension class. In E. A. Abe (Ed.), *Literacy and Reading in Nigeria* (pp. 397-382). Nigeria: NERDC (Nigerian Educational Research and Development Council).
- [23] Lerkkanen, M. K., Rasku-Puttonen, H., Aunola, K., & Nurmi, J. E. (2005). Mathematical performance predicts progress in reading comprehension among 7-year olds. *European Journal of Psychology of Education (EJPE, Instituto Superior de Psicologia Aplicada)*, 20(2), 121-137.
- [24] McCardle, P., & Hoff, E. (2006). *Childhood bilingualism: Research on infancy through school age*. Clevedon: Multilingual Matters.
- [25] Miçlat, Jr. Eusebio F. (2005). *Strategic Planning in Education: Making Change Happen*. Manila, Philippines: Rex Bookstore Inc.
- [26] Miñoza, M. & Monteroa, M. (2019). Reading Comprehension Level Among Intermediate Learners. College of Teacher Education, Integrated Laboratory School. Elementary Department. Western Mindanao State University.

- [27] Mogol, Martha A. (2005). *The Filipinos: The Education Yesterday and Today*: Manila Ernest Press.
- [28] Pardo, L. S. (2004). What every teacher needs to know about comprehension. *The Reading Teacher*, 58(3), 272-280. doi: 10.1598/RT.3.5
- [29] Rabia, M. et al. (2017). A Study on Study Habits and Academic Performance of Students. *International Journal of Asian Social Science, Asian Economic and Social Society*. Vol. 7(10), pp. 891-897.
- [30] RAND Reading Study Group. (2002). *Reading for understanding: Toward a research and development program in reading comprehension*. Santa Monica, CA: Office of Education Research and Improvement.
- [31] Reed, D. K., Petscher, Y., & Truckenmiller, A. J. (2016). The contribution of general reading ability to science achievement. *Reading Research Quarterly*, 52(2), 253-266. doi: 10.1002/rrq.158
- [32] Souriyavongsa, T., Zainol A. M., Sam, R., Lai M. L., & Britto, I. (2013). Investigating learning English strategies and English needs of undergraduate students at the national university of Laos English language teaching, 6(10), 57-71. ISSN: 1916-4742
- [33] Taboada, A., Tonks, S. M., Wigfield, A., & Guthrie, J. T. (2009). Effects of motivational and cognitive variables on reading comprehension. *Reading and Writing: An Interdisciplinary Journal*, 22(1), 85-106.
- [34] *The Philippine Informal Reading Inventory Manual 2018* Department of Education, Philippines
- [35] Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition* (2nd ed.). Chicago: University of Chicago Press.
- [36] Tonjes, M. J., & Zintz, M. V. (1991). *Teaching reading, thinking, study skills in content classrooms* (3rd ed.). Dubuque, IA: Wm. C. Brown.
- [37] Tsai, J. L., Lee, C. Y., Hung, D. L., & Tzeng, O. J. L. (2001, August). Eye movement guidance without word space: The preferred landing location in reading Chinese text. Paper presented at the 11th European Conference on Eye Movements, ECEM11, Turku, Finland.
- [38] Uysala, P.K., & Bilgeb, H. (2018). An investigation on the relationship between reading fluency and level of reading comprehension according to the type of texts. *International Electronic Journal of Elementary Education*, 11(2), 161-172
- [39] Yıldız, M. (2013). The role of the reading motivation, reading fluency and reading comprehension on Turkish 5th graders' academic achievement. *Turkish Studies-International Periodical for the Languages, Literature and History of Turkish or Turkic*, 8(4), 1461-1478.
- [40] Zarrati, Z., Nambiar, R., & Tengku, N.R. (2014). Effect of metadiscourse on reading comprehension of Iranian EFL learners. *3L: The Southeast Asian Journal of English Language Studies*, 20(3), 27-38.

AUTHOR'S PROFILE**MS. LUZVIMINDA A. OBAOB**

The author is Mrs. Luzviminda A. Obaob She was born on June 11, 1990, at Brgy. Cabalutan Bais, City Negros Oriental. She was married for 6 years with Mr. Aquilino G. Obaob Jr. and has only one child. She's presently residing at Barangay Marvel, Isabel, Leyte. She finished his elementary education at Cabanlutan Elementary School in the year 2001-2002 and continue her quest for education and able to finish his secondary education at Bais City High School – Cabanlutan Annex in the year 2005-2006. She enrolled and finished her Bachelor in Elementary Education at Visayas State University – Isabel Campus in the year 2009-2010. She took up Master of Arts in Education major in Supervision and Administration at Western Leyte College Ormoc City, Inc. with complete academic requirements.

She was teaching for three years as a private teacher at Holy Child Parish School of Isabel, Inc. in the year 2012-2015. She was hired in DepEd and is currently teaching Grade 3 pupils at Isabel Central School. She also attended a series of webinars/seminars and training courses to increase her professional growth as a teacher.