

Books in Bags: Teaching Long and Short Vowels to Grade Six-Uranus Frustration Readers

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ABSTRACT

The researcher conducts this study to assess a new form of intervention, the Books in Bags, a mobile literacy program that will be the reading intervention. The researcher filled the bags with learning materials on short and long vowel sounds through storybooks, laminated short stories, and worksheets for the learners to practice reading. This study is expected to determine whether the Books in Bags intervention effectively addresses these struggling readers' learning needs. This action research utilized the experimental design. The data sources are the pre-test and post-test results on the Phil-IRI test of the 3 Grade Six-Uranus frustration readers. After the intervention, the three learners leveled up to being Independent readers. It is therefore recommended to utilize the action research results allowing other teachers to come up with more Books in Bags remediation endeavors that will effectively address the reading problems of frustration readers from other grade levels. Learners benefit from using books and other materials that are attractive and engaging. Such educational materials should be used by all learners during class hours and not just for remedial purposes, to set all students for success.

Keywords: Action Research, Books in Bags, Experimental Design, Toledo City

FORI (Fluency-Oriented Reading Instruction): A Strategy for Struggling Readers

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ABSTRACT

Reading is a skill that everyone should develop. It serves as a basic building block for learning, regardless of the school subject, be it language, science, mathematics, arts or even street signing, read prescription. It proves that reading is a must skill to develop, an important life skill indeed. This research aimed to assess the proficiency level of the Grade 7 struggling learners in General Climaco National High School for the school year 2021-2022. It utilized the AB Design Research Method in which the PHIL-IRI pre-test results were the baseline data in order to implement the FORI Strategy in teaching reading to struggling readers. The study also utilized the Standardized PHIL-IRI test. The study result revealed that the intervention given by the researcher was somehow effective in different areas of reading level of the respective participant since the participants became proficient in reading, they became independent. It further concluded that the participants had improved their reading skill in terms of word Recognition, comprehension and fluency. Thus, as the findings of this research depicted that constant practice reading affected learners' reading ability, the use of the intervention is hereby recommended by the researcher.

Keywords: Action Research, Reading Instruction, Struggling Readers, Toledo City

Virtual Reinforcement Guide for Senior High School Researchers

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ABSTRACT

The COVID-19 pandemic has ushered in yet another technological advancement in the field of education. Normal days began to give way to new normal as schools shifted to distance learning to continue providing desirable education. Face-to-face interaction is required when providing research consultation services to students because students must explain and defend what they indicate in their research manuscript. The new normal ways provide an opportunity to advance into virtual means. Thus, the teacher-researchers sought to validate the contribution and challenges of their developed virtual research guide in virtual research reinforcement as a solution to the problem of difficulty in conducting virtual research consultations. The perceptions of the students who participated in the research consultation services provided by the teacher-researchers were examined. The perceptions of the learners involved in the research consultation services provided by the teacher-researchers served as the foundation for this study's data analysis. The themes that emerged from analyzing their responses in the virtual interview were discussed in the findings. As a result, the decision was made to use virtual research reinforcement as a virtual research guide in research consultation with Senior School learners during distance learning.

Keywords: virtual research consultation, Senior High School, distance learning

