ELECTRONIC READING INTERVENTION MATERIAL: SKYROCKETING INTEREST AND MOTIVATION IN READING PASSAGES

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Abstract

This study investigated the students' interest and motivation toward reading passages through their experiences using Electronic Reading Intervention Materials (ERIM). The participants who attended the limited face-to-face and read below grade level based on the Philippine Informal Reading Inventory (PHIL-IRI) Group Screening Test (GST) were purposively selected. It determined the participants' experiences toward reading in pre and post-intervention phases and the impact of ERIM implementation using Exit slips with an interview guide and Focus Group Discussion (FGD). The study utilized a qualitative method that employed a Phenomenological approach that emphasized the participants' viewpoints and interpretations of reading passages; transcriptions were used to analyze the data, which were treated using Braun and Clark's Thematic Analysis. Results of the study revealed that the learners' experiences in the pre-intervention phase centered on reading as difficult, challenging, apathetic, enhanced imagination, and improved cognition. Likewise, experiences in the post-intervention phase focused on reading as difficult, enhanced through viewing, gave fulfillment, fostered engagement, and strengthened with innovative approaches. It also revealed that ERIM impacts students' interest and motivation on different dimensions: it supplements meaningful experience, postulates a positive perspective, enhances linguistic competence, promotes critical thinking skills, optimizes self-discovery, and increases students' interest and motivation. With this, it is concluded that ERIM is used in teaching and learning to close the reading gap, considering their reading preferences. Thus, the study highly recommends utilizing ERIM as one of the interventions in every grade level of Miputak NHS to supplement teaching methods, especially in this digital world, and somehow increase their interest and motivation in reading.

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The Researchers

Context and Rationale

Reading literacy is regarded as the foundation of all learning, which every student must possess to establish linkages and build learning experiences that help them prepare to become competent problem solvers and decision-makers as they combat the challenges of the real world. In the Philippines, several types of research revealed that most learners are frustrated. Based on the study result by Tomas et al. (2021, 107–122), the vast majority of the students were at a frustration level, necessitating the consideration of the need to enhance the reading level in developing growth plans for the learners. The assessment results of the Programme for International Student Assessment (PISA) 2018 indicated that one of the areas where the Philippines did worst was reading as compared to other nations that took part in PISA 2018. The nation's average reading score was 340, which conformed with the Dominican Republic.

The Philippines and the Dominican Republic had the lowest scores of any country. In order to solve this issue, several reading programs have been established to determine the reading literacy level among learners in the Philippines. The Philippine Informal Reading Inventory (PHIL-IRI) is one of these initiatives that teachers have utilized to measure the reading level among learners both in English and Filipino. It is an initiative by the Department of Education (DepEd), particularly the Bureau of Learning Delivery, to make reading possible for every Filipino student. It is a classroom-based reading assessment instrument consisting of graded passages to describe the learners' reading performance. The evaluation outcomes will establish the students' reading levels and determine learners who may need supervision in reading. Furthermore, it will aid teachers in planning and designing appropriate reading instructions and programs for learners to improve their overall skills in reading (PHIL IRI Manual 2018).

The conduct of the PHIL-IRI has transitioned from in-classroom management to modular distance modality to continuously support the reading of the learners amidst the COVID-19 pandemic. In Miputak National High School, the grade 7 English teacher notified the students/parents through Messenger group chat that there would be a PHIL-IRI Screening Test material with an answer sheet in the module distribution. They were instructed to answer the screening test to the best of their abilities and with full honesty. Likewise, they should return the materials. The teacher actively checked the answer sheets to assess the results, which corresponded with the PHIL-IRI guidelines. The results were collated in the Screening Test Class Reading Record (STCRR) to determine the learners, who got the standard passing score. The test results showed that most grade 7 learners of Section African Daisy in Miputak National High School were reading below their grade levels. A teacher's chosen method of problem-solving, task completion, and decision-making during the educational process is referred to as their teaching style (Gafoor and Babu 2012, 56).

Teachers who frequently provide activities in the context of learning the content would create better learners than teachers who teach and do not provide constant follow-up (Daryanto 2010). Teachers require an approach to teaching that can deliver lessons properly, build student motivation, use learning material effectively, and lead and steer students in learning; unable to recognize specific letter sounds necessary for word recognition (Robertson 2009), limitations of students' vocabulary (Souriyavongsa et al. 2013, 184a), which impeded reading ability, difficulties in lower grade word recognition

and reading (Torgesen 2018), and lack of reading motivation and interest (Njie 2013; Souriyavongsa et al. 2013, 184b) are also among the root causes of the problem. In addition, reading motivation and interest significantly affect the students' test results. Reading motivation is defined as one's own goal, concept, or interest concerning the title, action, and outcomes of reading (Ahmadi 2017, 1-7), which has a significant effect on reading comprehension (Hairul, Ahmadi, and Pourhosein 2012, 11836-11837), it has a significant influence on reading comprehension. It can be resolved that individuals with a high level of reading motivation are more willing to read on a broader scope. Reading interest, on the other hand, refers to a person's general interest in reading as demonstrated by the quantity of actual readings; what a reader is interested in reading "about," as expressed by a selection of topics, subject areas, or genres; or the elements of a text, sometimes called appeal factors, that draw in a particular reader (Ross 2019, 1-5). Both require an essential degree of involvement as the reader deciphers the black markings on the page.

As a result, the English teacher-researchers of Miputak National High School collaboratively proposed a reading intervention that gradually solved the problem of many learners reading below their grade levels. The researchers came up with an idea that may increase the learners' reading motivation and interest, which could result in a decrease in identifying learners reading below their grade levels. The proposed intervention is a teacher-made digital format supplementary learning material utilizing graded passages from PHIL-IRI Manual. The graded passage depends on the Group Screening Test (GST) Raw Scores. Since the raw scores of the students in Grade 7- African Daisy ranged from 8 to 13 points, it indicated that their graded passage would be two (2) lower than their current level (i.e., GST Grade 7, Graded Passage – Grade 5). Thus, the researchers decided to make it in a digital format as learners in the 21st century are more inclined toward technology. Participative learners utilize information technology to complete specified activities, such as e-learning and learning management systems. They are not overly reliant on the teacher and are adept at using ICT (Keengwe 2017).

The GST results of the Grade 7 students of African Daisy led the researchers to study and solely focused on increasing the reading motivation and interest of the learners in reading a passage. According to McRae and Guthrie (2009), students' reading motivation and interest drive them to read. Moreover, the researchers had limited the participants of the study to sixteen (16) grade 7 African Daisy students from Miputak National High School for the S.Y. 2021-2022 reading at below-grade levels, who were participating in the limited face-to-face classes since they were the most accessible participants for the study and who needed intervention.

In light of the findings and observations, it was suggested that the proposed intervention be used to increase the reading motivation and interest of the learners in reading passages. The researchers believed that it helped learners reading below their grade levels to read more in a wider scope and, at the same time, aided teachers in engaging learners in reading.

Innovation, Intervention, and Strategy

Fluent reading is primarily a cognitive activity, with information rather than visual acrobatics being the key to success (Kalayci 2015, 71-86; Rathert 2012, 7-18). It

is a self-discovery process where students interact with things -to learn new things and increase their cognitive capacities.

The researchers were primarily concerned with increasing students' reading motivation and interest. According to McRae and Guthrie (2009), interest in reading pushes them to read. Based on the observations and results of the PHIL-IRI Screening Test, 39 Grade 7 students in section African Daisy took the Phil IRI screening test, and only 2 out of 39 passed the initial test. This circumstance led the researchers to consider one of the root causes affecting students' reading at below-grade levels: a lack of reading motivation and interest (Njie 2013; Souriyavongsa 2013, 184b).

The researchers used the total sampling method to sixteen (16) grade 7 African Daisy students from Miputak National High School for the school year 2021-2022 who were partaking in the limited face-to-face classes based on the Safety School Assessment Tool (SSAT) stating the prioritization of learners who struggle to meet required learning competencies. These participants also scored below 14 points in the GST.

The outcomes of the Phil IRI GST of the said 16 learners were revealed to serve as underpinnings for the teachers in looking into interventions that could arouse students' interest and motivation necessary to aid the difficulty of these students towards reading and bridge the gaps, particularly in reading passages or any text. The researchers decided to instigate a strategy called Electronic Reading Intervention Materials (ERIM). This supplementary material helped increase students' interest and motivation toward reading and assisted the teachers in the teaching and learning process. The researchers found out the students' perceptions toward reading passages in the pre-intervention phase. Then, the researchers utilized the ERIM, and right after utilizing the ERIM in teaching, they identified the students' perceptions of reading the sample passage in the post-intervention phase.

"ERIM" is a teacher-made digital format supplementary learning material uploaded in Google Drive consisting of a sample graded passage from the PHIL-IRI Manual for Grade 7 students of African Daisy in Miputak NHS, who were reading below their grade level. The teacher-researchers identified the graded passage for these students based on the PHIL-IRI starting point for graded passages in the manual. They transcoded the content of the graded passage into a digital presentation (e.g., PowerPoint, audio, video file format, etc.), integrating interactive activities that could enhance students' vocabulary, word recognition, phonemic awareness, increase the learners' interest and motivation, and improve the teaching style and specification for content parameters, which greatly considered the quality of educational value giving them a meaningful, engaging, constructive, creative, and positive outlook on reading as well as prepared them to become independent readers and likewise developed their interest and motivation toward reading.

As a result, this study relied on qualitative data. Inductive reasoning is emphasized in qualitative research, when the researcher attempts to create hypotheses from observations (Koh and Owen 2000, 219-248) specifically a Phenomenological Approach. The teacher-researchers used Thematic Analysis to analyze the data from exit slips, FGD, and interviews following the steps of Braun and Clark (2006, 77-101) intended to illustrate the students' interest and motivation in reading a passage. In this study, exit slips were given to the students in the pre-intervention and post-intervention phases to examine students' perspectives about reading. Exit slips, in particular, can be used to document learning, stress the learning process, and assess the effectiveness of instruction (Fisher and Frey 2004). The data gathered from exit slips were needed in support of answering the questions on the experiences of students in reading passages, which aid the researchers in determining the students' interest and motivation in reading and to what extent the said implementation impacts the students' interest and motivation toward reading a passage. Moreover, Focus Group Discussions (FGD) and

performed semi-structured interviews to obtain a comprehensive knowledge of their interpretation of the topic. Thus, FGD, semi-structured interviews, and exit slips served as the basis for cross-evaluation of the results.

Action Research Questions

This action research aimed to investigate the impact of ERIM in increasing the interest and motivation of Grade 7- African Daisy students of Miputak National High School towards reading passages.

This action research specifically aimed to respond to the following queries:
1. What are the experiences of the Grade 7 students toward reading passages identified in the:
    1.1 pre-intervention phase, and
    1.2 post-intervention phase?
2. What impact does ERIM implementation have on students' motivation and interest when reading passages?

Action Research Methods
Research Design
This study applied a qualitative research design, particularly a phenomenological approach, to investigate the impact of ERIM in increasing the interest and motivation of Grade 7- African Daisy Students of Miputak NHS for the School Year 2021-2022. Phenomenological approaches emphasize the significance of individual perspective and interpretation since they are grounded in a paradigm of subjectivity and personal knowledge (Lester 1999).

Participants and Other Sources of Data Information
The study participants were purposively selected from Grade 7 African Daisy, composed of sixteen (16) students ranging from 8-13 points in PHIL-IRI GST. They were the current participants of the limited face-to-face learning modality. They were comprehensively profiled under the Safety School Assessment Tool (SSAT), stating the prioritization of learners who struggle to meet required learning competencies. Since the study focused on determining whether a created intervention helped readers below grade levels increase them level of interest and motivation in reading passages, the researchers utilized the total population sampling method, which is a kind of purposive sampling in which the entire population of interest (i.e., a group whose participants all share a common characteristic) is examined (Glen 2021). The technique known as "purposeful" or "judgmental" sampling involves the deliberate selection of particular locations, persons, or events in order to yield crucial data that cannot be found by other means (Maxwell 1996).

Research Instrument
The following instruments were used: Printed copies of the exit slips eliciting the perceptions of students toward reading passages, which will be provided to the participants in the pre-intervention and post-intervention phases, and a transcript of the interview, allowing the researchers to draw pertinent information about the participants, that support the researchers in determining the learners' interest and motivation in reading as well as the impact of the Electrronic Reading Intervention Material.

Data Gathering Procedure

The researcher adopted the spiral model of Kemmis and Mctaggart (2006, 459-476) to present the gathering of data following the steps to wit:

```
┌──────────────┐
│     PLAN     │
└──────────────┘
       │
       ▼
┌──────────────┐
│    ACT &     │
│   OBSERVE    │
└──────────────┘
       │
       ▼
┌──────────────┐
│   REFLECT    │
└──────────────┘
```

Planning Stage. The teacher-researchers wrote a letter of intent that sought permission to conduct action research, assuring that the collected data will be handled in the strictest confidence. Then, when approved, they informed the participants about the conduct of the study and reminded them that any results would not affect their grades. Likewise, during their English class, they prepared for the exit slips given to the participants in the pre-intervention and post-intervention phases. The researchers prepared guide questions to gather pertinent data during the interview. They recorded the interview transcripts for coding and identifying themes to get the essential information and pertinent data to determine students' experiences with reading passages. Participants' names were coded to treat data with utmost confidentiality (e.g., P1, P2, etc.).

Acting and Observing Stage. This stage had two parts: **the pre-intervention phase and the post-intervention phase.** One of the teacher-researchers, an English teacher, will conduct her class without using the intervention. Before the class started, the teacher gave the students Exit slips in the *pre-intervention phase* to examine their perspectives on reading passages. Moreover, the teacher taught the same lesson using an intervention. The utilization of ERIM was implemented in this stage. Likewise, other sets of Exit slips were provided to the students from which the participants expressed their interpretations on the processes and effectiveness of implementing the ERIM as an intervention on their interest and motivation in reading passages. This is the *post-intervention phase.*

Reflecting Stage. The researchers conducted an FGD and a semi-structured interview where one of the researchers served as the moderator to gather data during discussions and followed the guide questions to encapsulate all the needed data about the students' experiences after the intervention had been utilized. The moderator raised follow-up questions to capture all the necessary information. Other researchers recorded the interview to make transcripts, which were the basis of the data analysis

procedure. The interview transcripts were then subjected to coding and theme analysis to ensure consistent results.

Data Analysis

Focus Group Discussion (FGD), responses in the Exit slips, and transcript of the semi-structured interview were only included in the study, which will be analyzed through Thematic Analysis as described by the framework of Braun and Clark (2006, 77-101).

1. Familiarization with the data.
2. Coding.
3. Searching for Themes.
4. Reviewing the Themes.
5. Defining and Naming Themes.
6. Writing-up.

Results and Discussion

This presented the results and findings, specifically the students' experiences toward reading passages in the pre-intervention and post-intervention phases and the extent to which ERIM implementation impacts students' interest and motivation in reading passages. This is arranged according to the order of the problems presented.

Experiences of the Grade 7 students toward reading passages. Figure 1 highlighted students' experiences of reading passages during the pre-intervention and post-intervention phases. As shown in the figure, the overlapping circles presented similarities and differences in the perceptions of reading passages during the pre-intervention and post-intervention phases, which were both problematic. However, the outcomes showed that their experiences with reading differed throughout the two phases. Further discussions on the students' experiences toward reading passages in the pre-intervention and post-intervention phases are discussed below.

Figure 1: Experiences of Students toward Reading Passages in the Pre-intervention Phase and Post-intervention Phase
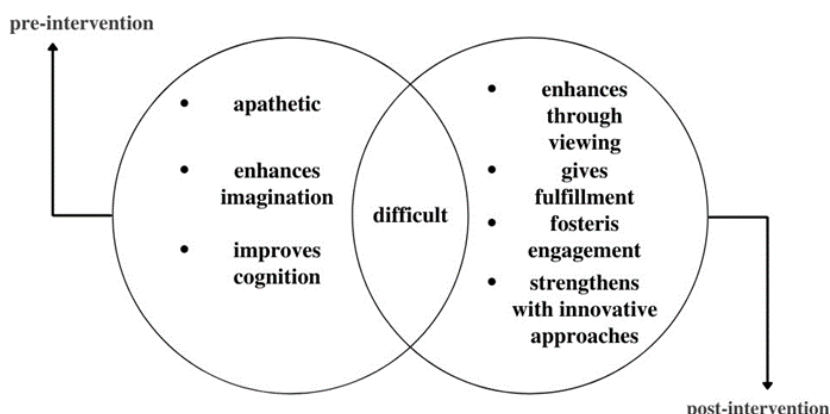
Experiences toward reading the passage during the pre-intervention phase. During the pre-intervention phase, a total of twenty-two (22) significant statements from the interview and exit slips were gathered from the participants, and four (4) themes were created from the said responses.

1.1.1 Apathetic
This displays no excitement or interest. Some students, in their view, believe that reading is uninteresting because they exhibit no excitement for reading when the teacher hands them graded passages to read silently. This demonstrates that the pupils found the required fictional reading dull and irrelevant to their lives. According to a poll conducted for the Reading Champions project (Clark, Torsi, & Strong 2005, 13-36), a minority of students saying they cannot find books that interest them and that reading is boring..

"…I don't want to read because it's boring…"- P2, P7
"…I feel bored reading the passage…" - P15
"…I lose interest in reading…" – P6

Additionally, several students demonstrated no excitement and motivation to read the graded passage when instructed to do silent reading, as some believed they were not getting enough feedback and aid from the teacher. The learner who struggles with fluency stays away from reading due to negative attitudes and failure-related fears (Worthy and Broaddus 2001, 334-343). Worthy and Broaddus added that students who do not read may fall behind academically and intellectually since they are exposed to fewer concepts and words from books.

"…I cannot read alone…" – P12
"…I cannot understand the content of the passage…" – P10
"…I don't enjoy reading because I cannot understand some of the words…" – P1
"…I don't enjoy reading interesting stories. I have difficulty understanding the message of the story…" – P10, P12
"…I am not energetic to read…" – P3, P4
"…I am sleepy reading the passage…" – P11, P17
"…I don't feel joyful when reading…" – P5, P9, P13

1.1.2 Enhances imagination
This states that reading the passage during the pre-intervention phase increases creativity. Reading, according to a few students, aids in the development of creativity since it allows them to sympathize with the characters in the passage and appreciate stories, whether digital or physical. It might be argued that literature plays a critical role in stimulating and fostering imaginative and magical thinking, as these thinking processes are linked to reason and can lead to new understandings, creativity, and discoveries (Pennington and Waxler 2017). This indicated that reading is essential for the growth of creative and imaginative thinking, which can result

in comprehension and creativity.

> *"…I feel bad at the bug because he got fooled by the frog…"* – P12
>
> *"…I appreciate reading stories in digital or printed form…"* – P16
>
> *"…I like to read books particularly stories…"* – P8
>
> *"…I love to read stories in a Wattpad…"* – P14

1.1.3. **Improves cognition**

Some students believe that reading helps acquire cognitive functions. Cognitive capacities are brain-based processes that enable us to perceive information in our environment. These basic cognitive functions aid in the improvement of reading and linguistic abilities, allowing us to acquire new languages and read. Reading fiction increases the theory of mind, according to past studies (Kidd and Castano 2013, 377-380; Mar et al. 2006, 694-712; Mar et al. 2009, 407-428). Furthermore, some people believed that reading could improve word recognition and comprehension. As evidence for Cunningham and Stanovich's assertion that reading volume is particularly essential in terms of long-term vocabulary development, reading can sharpen one's mind and extend one's vocabulary (Cunningham & Stanovich 2001, 49).

> *"…I can understand the content of the passage through reading…"* – P12, P16
>
> *"…Yes, we understand the passage at one reading…"* – P2, P15
>
> *"…Reading educates me…"* – P7
>
> *"…Reading is an effective way to develop our skills and also it exercises our brain…"* – P8

1.1.4. **Difficult**

Some students believed that reading the passage during the pre-intervention stage is hard to do. Since the teacher only gave the graded passage to the students for silent reading, most of the students claimed that reading is difficult as some have no idea about reading. They also stressed that reading becomes difficult owing to a lack of assistance, including access to learning materials and parental/guardian and teacher help.

Hence, this suggests that other than the lack of knowledge in reading, the availability of reading materials is also important, and they require assistance and guidance while reading passages to comprehend the content of the passage better. This confirms that different children have different support needs. Support includes the availability of reading materials, one-on-one support from educators, and additional learning accommodations. Without access to these resources, children who require additional help fall behind and cannot catch up, putting them at a major learning disadvantage (Oxford Learning 2019).

> *"…Sometimes, my parents are busy that's why I don't have any support from our home…"* -P11

"…I find it hard to read because we have no books to read…" – P9

"…I can't understand the passage when I read it alone…" – P3, P9, P11

"…I cannot understand the passage in one reading…" – P1, P3, P5, P9, P10, P11, P13

1.2. Experiences toward reading the passage during the post-intervention phase

A total of twenty-five (25) significant statements were obtained from the learners during the post-intervention phase. After comprehensive and thorough tagging, the researcher generated five (5) themes from the learners' responses.

1.2.1. Enhances through viewing

This indicates that reading is strengthened when accompanied with viewing. Viewing is now regarded as the fifth macro-skill. It is critical for enhancing comprehension of print and nonprint sources because it involves observing, evaluating, interpreting, and building meaning from visual representations (Barrot 2016, 55-56).

After being exposed to the ERIM intervention, learners stated that they enjoy reading and listening to the passage through the use of an audio-video presentation. They viewed reading as more operative when combined with viewing. Furthermore, they found reading more enjoyable when the text they were reading had vivid visuals. Viewing' is the same as 'reading,' which involves analyzing, evaluating, and appreciating visual texts.

"…I love reading the passage Frogs lunch using video." – P1, P2, P5, P7, P8

"…It's more fun when you can see something." – P3, P4, P6, P9, P10

Chen (2012, 88-98) discovered that watching films and discussing a kid's fantasy book considerably raised the experimental group's reading comprehension subtest scores compared to the control group, who only had access to the textbook. The findings suggested combining reading and viewing abilities leads to a motivated and great reader.

1.2.2. Gives fulfillment

It is believed that reading with ERIM yields satisfaction to the students. Reading is a "creative endeavor" far from the passive activity it is frequently depicted as (Holden 2014). This study supported this assertion by presenting a new way to teach reading with the ERIM. After allowing the students to take control of the intervention material and asking if they enjoyed the passage using interactive activities through ERIM, most students testified that they enjoyed every aspect of the ERIM.

"…I enjoy reading the passage using interactive activities through ERIM." – P8

"...ERIM is fun and I enjoyed it a lot." – P12

Additionally, the students contended that reading the passage gives them a feeling of happy satisfaction and enjoyment whilst utilizing the ERIM.

"...I find the reading the passage fun and more enjoyable using ERIM." -P2

"...It feels good reading the passage with ERIM."- P13, P9

"...I find it great reading the passage using ERIM." – P1

"...It feels great reading the passage with ERIM." – P5

"...I don't know, but it's fun reading the passage with ERIM." – P7

"...I find it fun reading the passage using ERIM." -P4

Reading satisfaction has several advantages, including improved text comprehension and better reading attitudes, later life enjoyment from reading, and excellent general knowledge (Clark and Rumbold 2006, 9). If students are satisfied with their reading material, their reading engagement will be high, leading to excellent text comprehension.

1.2.3. Fosters engagement

Students exposed to the ERIM indicated that they would engage in more reading when reading materials included interactive activities. Trowler (2010, 6) defines student engagement as the result of the interaction of time, effort, and other related resources. Its goal is to enhance students' experiences while also improving their learning outcomes and overall development.

"...I prefer reading the passage with ERIM." – P7

"...Yes, I will engage myself in reading stories or passages with ERIM." – P1

Students who read are motivated by intrinsic factors; they read to achieve their own goals. They are eager to read; they rely on their reading skills; they read for pleasure and knowledge; they read for personal gain; they read for fluency; they are aware of various reading strategies; they actively apply their prior knowledge to understand a new text, and they socially share their attitudes towards reading (Guthrie et al. 2004, 403-423). When students have reading goals, value reading, and have confidence in reading, they are more likely to participate in reading activities. Participating in reading consistently and actively thereby supports the development of the many cognitive processes necessary for deep reading comprehension.

1.2.4. Strengthens with innovative approaches

The study participants acknowledged using the ERIM in reading the passage as beneficial to reading instruction. Students nowadays are commonly referred to as "digital learners." Learners adjust to these changes as the world evolves and changes over time. The pervasiveness of technology in students' life has created

a new breed of students, influencing how they engage with the world, think, and learn (Hicks 2011, 188-191). Due to these changes, education must be modified to fulfil the expectations of the students of the future. This is true for reading instruction as well.

     "…I really like the strategy of using ERIM." -P6
     "…I am comfortable with the activities using ERIM." – P14
     "…It is more interesting to use ERIM in learning to read." - P16

As education adapts to the changes in the technological era, interventions for various challenges should be made. The prospects of success for these underachievers are slim if at-risk students are not assisted. Furthermore, the majority of at-risk kids can prevent developing new reading problems if they receive additional efficient reading treatments. More reading challenges could be prevented (Schmitt and Gregory 2005, 1-20).

1.2.5 Difficult

Some students expressed that reading is still a complicated task to do. Reading is one of the hardest talents to get good at. Reading requires converting visual cues into words and words into meaning ("Master the Challenges," 2022).

     "…I don't understand the passage just by one reading and listening to it at once." – P11, P15

Despite positive student feedback following the adoption of ERIM, some students still perceive reading as challenging. There are allegations of various difficulties in reading teaching for people with speech impairments (Barton-Husley 2017, 253-262). Certain kids struggle with learning disabilities that make reading more challenging. Others enter school without the literacy abilities necessary to be successful readers. Some children struggle with reading due to inadequate education (Lombardi n.d.).

Impact of ERIM implementation on students' motivation and interest in reading passages. Figure 2 shows the dimensions of the ERIM implementation, which impact the interest and motivation of the learners in reading passages. The researchers presented the phenomenon through a 6-step ladder data display to represent different phases of the students' experiences resulting after implementing ERIM as an intervention to their interest and motivation toward reading passages. The steps of the ladder indicated a level of change in the students' analytical progress toward reading passages with the use of ERIM, which enabled a leap in students' interest and motivation, one of the root causes of reading below grade levels. Further discussions on the experiences of ERIM implementation to the students' interest and motivation toward reading passages were discussed below.

Figure 2: Impact of ERIM Implementation on Students' Interest and Motivation in Reading Passages
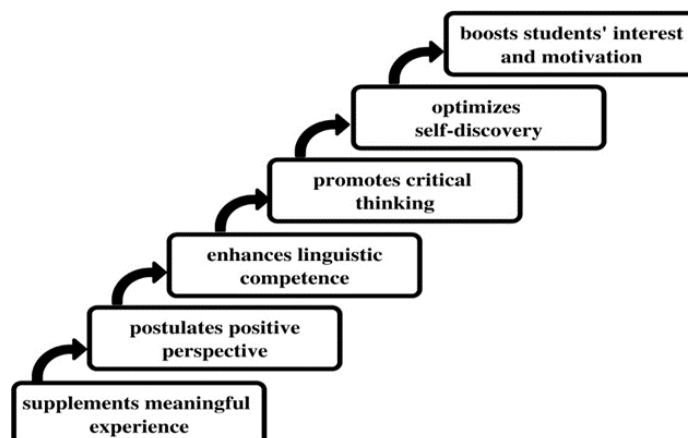
1.1 Supplements meaningful learning experience

This enhances the opportunity for meaningful engagement. One of the impacts of ERIM implementation on the students included supplementing meaningful learning experiences with reading passages. It was observed that students gained an authentic experience in utilizing ERIM as an intervention in reading passages that considered sets of virtual activities with the guidance of a teacher. Meaningful learning experiences, according to Esteban-Guitart (2016, 353), are those that, based on their positive or negative influence, the learner selects and determines from prior learning experiences. For whatever reason, they are the learner's most pertinent experiences that are linked to their needs or interests.

"...ERIM aided reading with a purpose..." – P1

"... I will learn how to read more if the teacher will use ERIM..." – P3

"... It provides great assistance and encouragement to read." – P6

The employment of ERIM in the teaching and learning process, specifically in reading, involved students to become active participants and promoted greater connections to their lives and real-world experiences when students are regarded as individuals with distinct sets of experiences, cultures, and interests, instruction can then inspire real, relevant learning (Moll et al. 1992, 132-141).

1.2 Postulates positive perspectives

This proposes optimistic viewpoints. ERIM contributed a positive attitude to the learners towards reading passages. This showed that this was not solely in reading passages but in other reading materials.

"...ERIM inspires me to read the passage and other reading text..." – P4

"Yes, I will engage myself in reading stories or passages with ERIM..."-P7

Being optimistic about reading helped to encourage them to exert effort in whatever difficult situations they may face in their reading skills.

> *"...ERIM is new to me... it brings me confidence in*
> *reading..." – P11*
> *"... I am comfortable when there's ERIM rather than no ERIM*
> *at all..."-P12, P13*

This exposure to new reading intervention created a positive impact on students toward reading passages. Likewise, it served as the key to introducing to them a solution and a key to helping them successfully achieve their goals in reading.

> *"...I really like the strategy of using ERIM because other than*
> *learning how to read or how to understand the story, it gives*
> *us the energy to encourage ourselves to read more or*
> *encourage ourselves on how to read..." –P2*

Not only does what we teach matter but how we teach significantly impacts student learning. Using effective reading intervention approaches can make all the difference in your struggling readers' ability to learn to read. The kids' self-esteem was boosted due to the reading intervention, which strengthened the students' ability to learn reading abilities needed to improve themselves and other reading possibilities.

> *"...I like ERIM, it helps me and my classmates... but with*
> *ERIM my views in reading have changed..."-P10*

1.3 Enhances linguistic competence

This conveys the increase in language proficiency. Reading is aimed at learners to allow them to understand language unconsciously. Concerning this, ERIM supports students' linguistic competence and develops communicative competence. As per observation, with the aid of the said intervention, the students could learn words, find out the meaning of words, and gradually keep themselves aware of sounds.

> *"...ERIM helps me learn words..."– P8*
> *"...ERIM widens my vocabulary..." – P15*
> *"...ERIM helps me pronounce the words which I don't*
> *know..." –P6*

Foy and Mann (2006, 143-161), word recognition and meaning, syntactic analysis, visual analysis, phonological recording, and text analysis are some of the levels at which information is processed. The reader constructs operational hypotheses based on the meaning of the work, judgment norms, social patterns of behavior, historical background, and strategic information while reading. Bottom-up behavioral processes, such as basic language skills, are asymmetric.

> *"...ERIM improves my pronunciation, and It made me learn new*
> *accent..."- P14*

With that being said, ERIM as an intervention is understood to create change in the students' reading behavior to develop their independence toward reading.

1.4 Promotes critical thinking

This emphasizes the encouragement of critical thought. In this manner, learners can properly examine, identify, and evaluate the content of reading passages, promoting and activating critical thinking abilities. Modern cognitivism has produced new trends and theories that use a collection of connected concepts such as prior knowledge, metacognitive abilities, critical thinking, and inference-making to offer theoretical frameworks for comprehending and conceptualizing reading comprehension (Limbach and Waugh 2010, 3; Zabit 2010, 19-32).

> *"…I understand the passage in just one reading. Through ERIM's assistance…"-P11*
> *"…the content of the passage is more understandable after using ERIM…" – P3*
> *"…I like it because it answers all of my questions, because before I get confused while reading the passage…" – P17*

According to Norris and Phillips (1987, 281-306), critical thinking explains how to compare concepts and engage in introspective cognition in order to activate preexisting schemata and create new ones. ERIM was used as an intervention to teach them how to find and provide reasons that convinced them to support their answers to the passage.

1.5 Optimizes self-discovery

This pertains to boosting one's identity. This is another dimension of how ERIM impacts students' interest and motivation toward reading passages. ERIM increased students' self-discovery, it helped them discover that they can organize their thoughts, feel more confident, evaluate themselves on the missing piece of their reading skills, and take steps towards its fulfillment.

> *"…I find reading the passage fun and more enjoyable in using ERIM…" –P13*
> *"…It feels great reading the passage with ERIM…" – P5*
> *"…I don't know, but it's fun reading the passage with ERIM…" –P16*
> *"…ERIM changed my views about the difficulties in reading…" –P7*
> *"… Wow! It lessens my difficulty in reading when the teacher will use ERIM…" –P12*

The study, Enhancing Reading Skills and Reading Self-concept of Children with Reading Difficulties: Adopting a Dual Approach Intervention, implemented R4L (Reading For Life), a reading intervention program that attempts to supplement current school-based resources for children by offering intense, one-on-one help that is grounded in reliable educational theory and practice. The idea is to help children be comfortable with themselves as learners while simultaneously improving their reading skills (i.e., a positive attitude towards reading). The program's activities assist the children in seeing the importance of the lessons they have been studying and recognizing practical uses for their newly acquired abilities (Hornery et al. 2014, 131-143). This emphasized that other teachers and institutions also looked into ways of making reading instruction convenient to the learners and, at the same time, implemented an

intervention that could be a catalyst for change in the difficulties in reading. To some extent, ERIM encourages students to understand themselves, their motivations, and their needs, as well as to examine their potential for reading.

1.6 Boost students' interest and motivation.

This reiterates an increase in students' enthusiasm and desire to do something. Another significant impact observed through ERIM implementation was the alleviated to boost students' interest and motivation in reading passages. The study's main goal was to observe students' progress if there was a leap in their interest and motivation toward reading passages and found out that this was merely achieved. This was observed based on the different impacts presented, dominant positive perceptions from the students after the intervention, and the answers given by the students to the teacher who threw questions about the discussion yielded positive results.

"...I realized that ERIM is a great help for me to be motivated to read..." –P6 "...It is more interesting to use ERIM in learning to read..." – P8

"... it encouraged us to read more, unlike before ERIM is not being used..."-P10

"...ERIM is effective for me in learning..." –P3

"...I like ERIM rather than teaching reading without using it..."-P9

"... I am happy after using ERIM..." P11

"...I don't have interest and my classmates too if the teacher will not use something... we love ERIM..."-P14

"...My classmates are not energetic when ERIM is not used..."-P15

"... After the teacher use ERIM, I'm interested... and I rate myself 10..." –P1

"...me, Ma'am, I will rate 9..."-P2

"...I will rate myself 8..." –P5

Since prior accomplishment and cognitive capacity are two of the best indicators of pupils' academic success (e.g., Kuncel et al. 2004, 148-161; Hailikari et al. 2008, 59-71), they must be included in analyses when evaluating the importance of driving forces for kids' development. It stands to reason that motivated students are more engaged in reading and will read more. To put it another way, motivating students to read comes first. Reading difficulties will be addressed if the teacher motivates the students well. In this manner, it will arouse their interest as well. Interest is important in reading passages, for it immerses the learners in the information, stimulates imagination, and expands horizons and understanding of the world. Moreover, motivation is essential in reading passages, enabling an individual to perform reading tasks, enjoy meaningful experiences, and activate cognitive knowledge. Increasing interest coupled with increasing motivation are both factors in the successful reading capabilities of the learners. That is why ERIM was created in a digital format. These days, a greater number of kids use technology. Viewing improves reading abilities since children today live in a visual world where multimodal text has arisen with the introduction of digital technology. Viewing piqued their curiosity and

motivated them. Viewing entails reading, which is one of the implications of our educational system. According to Amin and Mekheimer (2011, 5-39), videos, with their engaging and contextual language use, might be pertinent to particular text genres and textbooks. In pre-reading reading comprehension lessons, they can serve as an activating factor. Additionally, Yang, Chen, and Jeng (2010, 1346–1356) demonstrated how students might be relieved of the boredom of traditional classroom language drills by using the dynamics of different information, such as the real location, accents, posture, gestures, and so forth, of native speakers.

Conclusion and Recommendations

Based on the study's results, it can be concluded that difficulty in reading and lack of interest and motivation are two of the prominent issues drawn from the analysis of the interview transcripts and FGD. In this sense, to address students' difficulty in reading, it is important to consider their reading preferences and assess their motivation and interest. Nevertheless, despite the difficulties, ERIM is used in the teaching and learning process to close the reading gap. The foundations of educators' efforts to supplement teaching methods and, at the same time, maximize students' interest and motivation in the challenges of reading come from an analysis of learners' experiences with reading passages in the pre-intervention phase: apathetic, enhances imagination, improves cognition, and difficult; and in the post-intervention phase enhances viewing, gives fulfillment, fosters engagement, strengthens with innovative approaches, and difficult. The positive effects of ERIM implementation on learners include enhancing meaningful learning experiences, postulating positive perspectives, enhancing linguistic competence, promoting critical thinking, optimizing self-discovery, and boosting students' interest and motivation. These positive effects are evidence of the positive value of ERIM as an intervention that leads learners to become independent readers and stimulates their love for reading.

Moreover, the following points are hereby recommended to wit:

To the students. Create a daily reading habit of one hour to foster a love of reading. Use supplemental resources like books or any online resources to improve your reading skills in addition to downloading ERIM to your phone.

To the teachers. Continue developing innovative teaching strategies to encourage and pique kids' enthusiasm for reading. Since students today are more inclined toward technology, incorporate technology or multimedia materials that can promote learning, allow them to interact, and establish a favorable perspective about reading. Encourage kids to use offline resources, such as the library, to help them improve their reading skills. Give remediation or enhancement to difficult readers daily so that students can keep practicing and track their progress.

To the parents. By offering at-home learning venues, you show that you value reading. For practices that can enable reading to continue at home and avoid being hindered after school, get in touch with the teachers and, if possible, download ERIM onto your phones. Follow up on your pupils' reading progress and foster a conducive environment to encourage good reading habits.

To the language teachers of Dipolog City Division. Consider ERIM as one of the interventions in reading, whether in elementary or secondary, since the passages are derived from the graded passages in the PHIL-IRI. Utilize ERIM as a springboard in the class discussion to help learners motivate on the subject matter. Share your

thoughts and suggestions to improve the said intervention as the repository for the benefit of the learner and assist teachers in their teaching styles.

To the administrators. Support reading initiatives or interventions by the teachers, especially if they can spur change in the literacy dilemmas. Encourage teachers to pursue their inventions by supporting their initiative. Encourage all teachers to create new resources or teaching strategies, particularly for the teaching of reading, which might be the subject of a Learning Action Cell (LAC) or In-Service Training (INSET), to apply fresh insights into developing a technique for the teaching-learning process. Similarly, benchmarking should be done to enhance teachers' technological proficiency. Libraries should be upgraded and renovated to serve as spaces for reading activities. Include e-learning and, to the greatest extent possible, allocate government subsidies or use School Maintenance and Other Operating Expenses (MOOE) for students and teachers to purchase gadgets and devices to conveniently access the Department of Education's online educational platform or interactive e-books. Additionally, to see that no child should be left behind, especially in remote places, coordinate and communicate with the Telecommunication Companies and the Department of Education officials for free data to students and teachers so they can still access the resources. Likewise, it gives teachers the tools to develop their students' literary skills.

To future researchers. This study's results must be validated to use ERIM as an intervention and improve its effectiveness and content. To evaluate the effects of the intervention above on students in multiple grade levels, students from other grade levels should also participate in this study. Moreover, comparing outcomes and determining their generalizability may also be the foundation for subsequent research investigations concentrating on reading intervention.

Action Plan

This section presented the activities that the researchers underwent for the completion of the study.

Activities	Duration	Time Framework	Persons Involved
1. Identifying students with a score below 14 in PHIL-IRI GST.	1 day	April 18, 2022	Teacher-researchers
2. Determining the graded passage of students reading below their grade level based on the PHIL IRI Manual	1 day	April 19, 2022	Teacher-researchers
3. Reflecting on students on the PHIL IRI Screening Test Class Record	1 day	April 19, 2022	Teacher-researchers
4. Crafting of ERIM	2 days	April 20-21 2022	Teacher-researchers
5. Editing, proofreading, and finalizing the ERIM	1 day	April 22, 2022	Teacher-researchers
6. Preparing the exit slips and interview questions	1 day	April 22, 2022	Teacher-researchers
7. Submitting a letter of intent to conduct action research	1 day	April 25, 2022	Teacher-researchers; school principal
8. Conducting the three stages in the data gathering procedure	4 days	April 25-28, 2022	Teacher-researchers; student participants
9. Analyzing data and discussing results	1 day	April 28, 2022	Teacher-researchers
10. Drawing conclusions from the analyzed data	1 day	April 28, 2022	Teacher-researchers
11. Completing the study	1 day	April 29, 2022	Teacher-Researchers
12. Submitting completed action research to the research committee	To be scheduled	To be scheduled	To be arranged

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13. Making final revision of the study	To be scheduled	To be scheduled	To be arranged
14. Disseminating and utilizing results of the completed study.	To be scheduled	To be scheduled	To be arranged

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Financial Report

This section illustrated the estimated amount that the researchers will utilize for the completion of the study.

ACTIVITY	ELIGIBLE EXPENDITURES	QUANTITY	COST
1. Bond paper	Reproduction, printing, and binding costs	5 reams	PHP 950.00
2. Ink (black)	Reproduction, printing, and binding costs	5 pcs	PHP 1,300.00
3. Ink (Colored)	Reproduction, printing, and binding costs	1 set	PHP 700.00
4. Bookbinding (Hardbound)	Reproduction, printing, and binding costs	10 copies	PHP 2,500.00
5. Internet/Data Allowance	Communication and research expenses	3 months data allowance for 3 persons	PHP 3,600.00
6. Food during the conduct of research	Food	18 meals	PHP 1,350.00
TOTAL			PHP 10,400.00

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Appendix A

Assent Form

Title of the Study:
Electronic Reading Intervention Material: Skyrocketing Interest and Motivation in Reading Passages

Principal Investigators:
Tribujeña, Hyasinth D.; Libao, Riza Lee M.; and Enoy, Jana Shierafel B.

I agree to participate in this study and know its main objective is to examine how Electronic Reading Intervention Material (ERIM) may benefit students struggling with reading and adversely affected by the hiatus of pandemic.

I, _____, parent of _____therefore, willingly give my consent to my son/daughter, _____ of Section _____ to participate in the study.

I am fully aware that this study is only part of addressing the difficulties in reading and assessing the interest and motivation of my son/daughter towards reading which may serve as the foundation for enhancing reading habits and skills as well as the basis for the reading intervention program implementation of the school.

Participant:

_____   _____   _____
Name of Parent/Guardian   Signature   Date

Student:

_____   _____   _____
Name of Student   Signature   Date