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## Exploring the Impact of Project WORDS on the Affect, Behavior, and Cognition of the 7<sup>th</sup> Grade Struggling Readers in English

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### Abstract

The ability to read is essential because reading influences a person's intellectual and emotional development, including the learners' mental horizons. Hence, this paper is an attempt to explore the impact of Project WORDS (We Optimize Reading Development and Strategic Interventions) on the Affect, Behavior, and Cognition (ABC) of the 7th-grade struggling readers in English. To collect the relevant data, a journal and transcripts from semi-structured interviews and Focus Group Discussion (FGD) are the focus of the analysis taken from seven (7) struggling readers who were purposely selected. Project WORDS was used to investigate the school reading program's impact on the students' ABCs. The Philippine Informal Reading Inventory (Phil-IRI) was used to determine the reading level profiles of the students. The research findings through the descriptive qualitative method employed a deductive narrative approach to look at the narrative arcs and structures of the interviewee's accounts and utilize thematic analysis. The study revealed that the Grade 7- Sampaguita struggling readers had an overall positive attitude towards Project WORDS on their feelings about reading, favorable actions to do something, and auspicious stance about the reading program which cast off long-lasting impressions on their experiences and journey in reading as drawn from their narratives and as revealed in the analysis that Project WORDS: Affect (adds happiness, motivates reading, gives satisfaction); Behavior (stimulates reading, strengthens reading habits, promotes peer tutoring; and Cognition (improves reading skills, cultivates positive reading attitudes, values reading comprehension, lessens the risk of bullying). The student's posttest unfavorable results did not necessarily reflect poorly on the reading program as a whole, but rather, they fostered a positive outlook toward reading. Apart from that, the PHIL-IRI assessment tool coupled with a well-planned reading intervention/program would significantly contribute to alleviating the dilemmas of literacy and supplement the mainstream of the reading program curriculum, which should be considered. Finally, teachers and parents ought to play an important role in motivating and scaffolding students to read.

**Keywords:** *ABC model (affect, behavior, cognition); reading comprehension; Project WORDS; PHIL-IRI*

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The Researchers

## **Context and Rationale**

In the early years of learning, reading is one of the fundamental skills and talents that students must learn. Learning a language, communicating, and exchanging knowledge all include reading. It is an exchange between the reader and the text that is impacted by the language community, the reader's attitude, experiences, and past knowledge placed in a particular culture and society, much like all other languages. Continuous practice, progress, and improvement are necessary for the reading process. Reading is a collaborative activity between the reader and the text that leads to comprehension. Letters, words, phrases, and paragraphs are used in the text to encode meaning. To ascertain what that meaning is, the reader makes use of information, skills, and methods. Understanding what we read is called reading comprehension (Idulog et al. 2023, 235).

Tomas et al. (2021, 107) believed that most of the learners were at a frustration level, necessitating the need to enhance the reading level in developing growth plans for the learners. According to Pama (2023, 65-66), 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. 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. The incapacity to comprehend individual letter sounds required for word recognition, vocabulary gaps that hindered kids' abilities to read, challenges with word identification and reading in lower grades, and lack of reading motivation and interest (Souriyavongsa 2013, 184) are also among the root causes of the problem. In addition, reading motivation and interest greatly 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). According to Ismail et al. (2012, 11837), these significantly impacted reading comprehension. Consequently, encouraging students to read using expressions can enhance their reading comprehension which needs to be developed since it is a crucial skill for which learners who struggle with reading comprehension skill face challenges in daily life.

With regards to this, for reading skills to be improved, utmost consideration as to how reading, as a skill, is viewed by the learners should be given emphasis. A good reading attitude, on the other hand, stimulates motivation and aids in learning, according to Briggs (1987, 202), but a negative attitude will have the opposite effect. Also, he resolved that students who are enthusiastic about reading are more likely to succeed. A typically enduring framework of beliefs, feelings, and behavioral inclinations towards socially significant items, groups, occasions, or symbols is called an attitude (Imon 2023, 154-155). According to Smith (1990, 215), a positive outlook is important for reading behavior because it encourages people to complete cognitive activities. Moreover, Braden (2012, 9) emphasized that attitude is one of the variables that influences reading aptitude. When they are behind and are not reading at grade level anymore, students find their tasks more difficult, irritating, and burdensome. The teachers need to gradually address this issue of reading below their grade level through a program or an intervention.

Subsequent to the gradual increase in in-person instruction following the pandemic break, the Department of Education is consistently carrying out its mission to generate law-abiding, capable individuals who possess the fundamental knowledge and abilities needed for lifetime learning, making every

learner a reader through enhancing their reading skills due to the fact that most of the students have low assessment level in the core subjects: English, Math and Science because of gaps in reading comprehension (see DepEd Memorandum 173, series 2019). Had it known that based on the results of the Programme for International Student Assessment (PISA) 2018 test, out of the 79 participating countries and economies, the Philippines had the lowest reading comprehension scores for both boys and girls (Juan n.d.). Through this result, reforms in the educational system, policy formulation, planning, and programming have been established to attain basic quality education with the goal that 'No child will be left behind.' This aim has been intensified, and it is included in the DepEd's Basic Education Development Plan (BEDP) for 2030, implementing its four pillars: Access, Equity, Quality, Resiliency, and Well-being. With that being said, DepEd offices, particularly Schools Division Offices (SDO), undertake measures to realize their goal and call for collaboration among teachers, parents/guardians, students, and other stakeholders to address these issues. Miputak National High School, one of the growing schools in the Dipolog City Division, is participating in efforts to address this issue of students' reading gaps.

With the use of the Philippine Informal Reading Inventory (PHIL-IRI), as a means of determining reading proficiency among learners both in English and Filipino (PHIL IRI Manual 2018), the school was able to establish a reading intervention program, Project WORDS (We Optimize Reading Development and Strategic interventions) that would somehow help learners improve their reading comprehension, fluency and accuracy, intensify the habits of reading, as well as lessen the number of students reading below their grade level. Likewise, these projects will also be the basis for the teachers to plan and design supplementary materials for struggling and independent readers. Using the Phil-IRI assessment tool would aid the teachers in determining the students' reading level profile, which is identified as independent, instructional, and frustration level.

Thus, based on the Phil-IRI manual, emphasized that 'the result of the posttest and the improved behavior while reading will indicate the pupil's improved reading skills.' This statement is one of the gaps that the researchers needed to investigate. Aside from the results of their assessments, there is a need for the researchers to explore the impact of Project WORDS on the attitudes of these struggling readers. Adopting Albert Ellis's model, the ABC (Affect, Behavior, Cognition) model, the students provide personal narratives about the reading program so researchers can capture their ABCs. Specifically, this action research is intended to explore the impact of Project WORDS on the Affect, Behavior, and Cognition (ABC) of Grade 7- Sampaguita struggling readers in English of Miputak NHS.

### **Innovation, Intervention, and Strategy**

The researchers were primarily concerned with Miputak NHS' struggling readers' reading comprehension which motivated the proponents at the same time the researchers to gradually address these issues. With the aim of strengthening the 3B's initiative, "Bawat Bata Bumabasa" by the Department of Education, the teachers intensify their advocacy for reading by being committed to make every student of Miputak NHS a reader on their grade level. With this, Project WORDS has been initiated by the brilliant minds of the school head and dedicated Reading Coordinators of the school.

Project WORDS stands for We Optimize Reading Development and Strategic interventions, a School Reading Program of Miputak National High School, is a community which involves the partnership of teachers, parents, guardians, and other stakeholders to address problems of reading difficulty, motivate students' love for reading, intensify strategic interventions, and promote healthy independent reading habits. It utilizes the PHIL-IRI tool, a standardized tool to measure the reading comprehension, fluency, and accuracy of students. As agents of change, the language teachers of Miputak National High School spearheaded by the School head need to address the reading gaps among students. It is the onus of Project WORDS to be united and achieve common goals to continue to innovate to improve teaching-learning situations and have an impact on the learners' reading abilities.

This program is composed of five (5) parts, including Brigada Pagbasa; READ-Me with its subparts: RELS (Read, Empower, Lead & Serve), PAIR (Parent-Teacher-Stakeholder Interactive Reading), Reading Ready Na!, Ready...Set...Win!, and I-ReG highlight the facets of partnership among teachers, parents, guardians, and other stakeholders for learners' reading development. These stages are presented below:

**Part 1. Brigada Pagbasa.** This is in preparation for the opening of classes that engage collective efforts from various partnership engagements to address reading gaps, encouraging volunteerism among learner participants, reading tutors, and sponsors.

**Part 2. READ-Me (Reading Readiness Enhanced through Active and Devoted Mentors).** The Read-Me Program, which means Reading Readiness Enhanced through Active and Devoted Mentors is a stage where learners, specifically the struggling readers, receive reading enrichments/remediation using Phil-IRI graded passages and tools, ERIM (Electronic Reading Intervention Material), and other supplementary materials that will support them to advance their reading and comprehension skills as well as elevate their reading capabilities.

#### 2.1 RELS (Read, Empower, Lead & Serve)

The learners, being independent readers, can already process the reading material alone. They will be asked to read materials, reflect, and synthesize what they have understood about the reading materials. Likewise, the independent readers will assist in peer tutoring to those struggling readers.

#### 2.2 PAIR (Parent-Teacher-Stakeholder Interactive Reading)

This involves the School Head, teachers, parents, guardians, Brgy. and SK officials, and other stakeholders to discuss concepts on the implementation plan. School-based training on teaching how to read should be given top priority and be conducted by the language teachers in the school to enable teachers in other subject areas to gain knowledge on the teaching of beginning reading and to disseminate the process.

**Part 3. Reading Ready Na!** This is a stage wherein the learners are being assessed on their reading readiness. This allows the teachers, parents, guardians, and other stakeholders to monitor the learner/s assigned to them with the use of Individual Learning Monitoring Plan and Quarterly Monitoring of Learner's Reading Progress.

**Part 4. Ready...Set...Win!** This stage enables learners of independent level and struggling readers who are already independent readers for an opportunity to compete in various literary contests which aid in their communicative and linguistic competence.

**Parts 5. I-ReG (I Read and Get!).** This provides rewards for learners who have undergone reading enrichment/remediation, especially learners with exemplary performance in reading; learners who have seen progress in their reading performance; likewise, learners who are still struggling in reading will also be given rewards for their hard work and perseverance to enhance performance in reading. Hence, at this stage,

volunteers will be provided with awards and certificates as an appreciation of their meritorious service.

### **Action Research Questions**

This action research aimed to explore the impact of Project WORDS to the Affect, Behavior, and Cognition (ABC) of the 7th Grade struggling readers in English of Section Sampaguita of Miputak NHS S.Y. 2022-2023.

Specifically, this action research sought to answer the following questions:

1. What are the ABCs of Grade 7-Sampaguita towards reading through Project WORDS?
2. How Project WORDS contribute to the ABCs of Grade 7- Sampaguita struggling readers in English?

### **Action Research Methods**

#### **Research Design**

This study utilized a qualitative research design that aimed to explore the impact of Project WORDS on the Affect, Behavior, and Cognition (ABC) of 7th-grade struggling readers in English of Section Sampaguita of Miputak NHS. The students' Phil-IRI results: GST, Pre-test, formative assessments on the interventions, and post-test results for the School Year 2022-2023 contributed to the outcomes of the study. Specifically, this study utilized a Narrative approach where participants construct stories and narratives from their personal experiences (Delve 2020).

#### **Participants and Other Sources of Data Information**

The participants of the study were seven (7) students who were purposely selected. The technique known as "purposeful" or "judgmental" sampling involves deliberately selecting particular locations, persons, or events in order to gather crucial data that cannot be found by other means (Maxwell 1996). The participants are selected through the following inclusion criteria:

- a. from Grade 7 Sampaguita;
- b. ranging from 0-7 points in PHIL-IRI GST in English who are referred to students reading below their grade level or known as struggling readers; and
- c. starting point of the reading passage is Grade 4 level with reading profile (pretest and posttest results in English)

Figure 1 highlighted the Pretest Results in terms of the Reading level in English of seven learners of Grade 7- Sampaguita S.Y. 2022 - 2023 who are reading below their grade level and who are also considered as struggling readers. The first column shows the student participants coded as S1, S2, S3, S4, S5, S6, and S7 with their corresponding reading level profile in pretest.

The said result of their reading level profile was based on the Phil IRI grade 4 level passage as their starting point which can be inferred that they are reading below their grade level. With that being said, only one (1) out of the seven (7) or 14% of the participants are labeled as Independent. This showed that approximately 86% of the participants still need to improve their reading skills as It is among the most intricate actions that people take. Numerous theoretical models have been put out in recent decades as reading theorists have struggled to accurately and meaningfully depict reading comprehension (McNamara and Magliano 2009, 299).

**Figure 1: Grade-7 Sampaguita Reading Profile in English – Pretest**

Students/Participants	Word Reading Level			Comprehension Level (If non-reader, listening comprehension should be assessed)			Reading Level			Remarks
	Frus	Ins	Ind	Frus	Ins	Ind	Frus	Ins	Ind	
Student 1		✓				✓		✓		Instructional
Student 2			✓	✓			✓			Frustration
Student 3			✓		✓			✓		Instructional
Student 4			✓			✓			✓	Independent
Student 5		✓				✓		✓		Instructional
Student 6			✓		✓			✓		Instructional
Student 7	✓			✓			✓			Frustration

**Figure 2: Grade-7 Sampaguita Reading Profile in English – Posttest**

Students/Participants	Word Reading Level			Comprehension Level (If non-reader, listening comprehension should be assessed)			Reading Level			Remarks
	Frus	Ins	Ind	Frus	Ins	Ind	Frus	Ins	Ind	
Student 1			✓			✓			✓	Independent
Student 2		✓				✓		✓		Instructional
Student 3			✓			✓			✓	Independent
Student 4		✓				✓			✓	Independent
Student 5			✓			✓			✓	Independent
Student 6			✓			✓			✓	Independent
Student 7		✓		✓			✓			Frustration

Figure 2 showed the Posttest Results of seven (7) Grade 7 learners from section Sampaguita S.Y. 2022 - 2023 who are considered as struggling in English. This illustrates that in the Posttest, approximately seventy one percent (71%) of the participants are labeled as Independent. This revealed that there was a positive change to majority of the participants' reading level profile from 14% of the participants who are independent on their pretest, it increased to 71% on their posttest. These results are the underpinnings of the researchers to have an in-depth study not just on the students' aptitude but also on their attitudes in reading through the reading program Project WORDS. Teachers can help their pupils become more proficient readers by teaching them reading methods such as making connections, anticipating, imagining, inferring, asking questions, summarizing, and so on (Block and Israel 2005, 3).

### Research Instrument

The following instruments were used: Data and Observations based on Phil-IRI results (GST, Pre-test and Posttest); Journals which is a written record of their thoughts, feelings, and observation; and interview transcripts allowing the researchers to draw pertinent information about the participants that support the researchers in determining the contribution of Project WORDS to the realm of reading.



## **Data Gathering Procedure**

The researcher adopted the spiral model of Kemmis, McTaggart, and Nixon (2016) to present the gathering of data following the steps to wit:

**Planning Stage.** The teacher-researchers wrote a letter of intent that sought permission to conduct action research, assuring that the data gathered will be treated with the utmost confidentiality. 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, they prepared the guide questions for the students' journals, which was accomplished during their English class. Interview questions were prepared by the researchers to gather pertinent data during the interview and record the interview transcripts in order to verify or disprove evidence in the narratives and used the existing framework to test the essential information and pertinent data that sought to determine the tricomponent attitude revealed regarding the impact of Project WORDS to the students' ABCs. To treat data with utmost confidentiality, student- participants' names were coded (e.g., S1, S2, etc.), and scores were not reflected but only the reading level profile, which included the predetermined sets of criteria such as word recognition accuracy and correct answers to comprehension questions as cited in the Phil- IRI manual 2018.

**Acting and Observing Stage.** In this stage, one of the teacher-researchers, an English teacher, conducted a Phil-IRI pre-test on struggling readers using the Phil-IRI assessment tool. Since these students range from 0-7 in GST score, based on phil-IRI their starting point level of passage to be used is Grade 4 level.

The Reading coordinators, at the same time, one of the researchers collated the pre-test results and identified the students' reading levels into independent, instructional, and frustration levels. These students underwent intervention for five (5) months within the school year through the reading program of Miputak NHS, Project WORDS. With the aid of the teacher-volunteers, independent readers, parents, and other stakeholders, students accomplished the five months of intervention in reading, which was conducted every 4-5 P.M. after class hours from Wednesdays to Fridays. Right after, a posttest was conducted to observe the student's progress in reading comprehension, fluency, and accuracy. However, as far as the scope of the study is concerned, the observation stage focused only on reading comprehension in English.

**Reflecting Stage.** The researchers collated again the results for the posttest in reading comprehension in English. Observations were made, then required the student participants to make a journal following the guide questions given, followed by the conduct of a Focus Group Discussion (FGD) and a semi-structured interview where one of the researchers will serve as the moderator to gather data during discussions and followed by the interview questions to encapsulate all the needed data about the students' experiences after the intervention has been utilized. Follow-up questions were raised by the moderator to capture all the necessary information. Other researchers recorded the interview for making its transcripts which were the basis of the data analysis procedure. The interview transcripts were then subjected to a deductive approach in narrative analysis to ensure consistent results.

## **Data Analysis**

Data and observations based on Phil-IRI results (i.e., GST, Pre-test, Posttest), Journals, and transcript of the semi-structured interview, which was anchored from the ABC model of attitudes, also known as the tricomponent model of attitudes developed by Albert Ellis later elaborated by the social psychologists were only included in the analysis of the study. The study utilizes the deductive approach of narrative analysis and thematic analysis. In the analysis, Narrative Analysis, particularly a deductive

approach, adopted the framework of Labov (1972, 1982), which includes the six components: Abstract, Orientation, Complicating action, Evaluation, Resolution, and Coda. Likewise, thematic Analysis was also used in analyzing the data which are: Familiarization with the data in the narrative analysis; Coding; Searching for Themes; Reviewing the Themes; Defining and Naming Themes, and Writing-up.

## **Results and Discussion**

This presented the results and findings of the study, specifically the reading profile of the Grade 7- Sampaguita of Miputak NHS struggling reader, which include their pre-test and posttest results in English based on Phil-IRI assessment tool; the ABCs of these struggling reading, as well as the contribution of Project WORDS to their ABCs in reading revealed in terms of Affect, Behavior, and Cognition anchored on the ABC model of attitude by Albert Ellis. This is arranged according to the order of the problems presented.

**ABCs of Grade 7-Sampaguita towards reading through Project WORDS.** In this study, we used Narrative Analysis to pinpoint findings on exploring the impact of Project WORDS on the ABCs of Grade 7- Sampaguita struggling readers in English. We used narrative analysis to examine the narrative arcs and structures of the interviewees' accounts. A number of components following the framework of Labov and Waletzky (1967) include six common elements: an abstract (how does it begin?), orientation (who/what does it involve, when and where?), complicating action (then what happened?), evaluation (so what?), resolution (what finally happened), and coda (what does it all mean?), were used to divide up the stories (Barbara 2016, 554-557). These structures allow a storyteller to build a narrative from a primary experience of the reading program - Project WORDS and assess the meaning of events through clauses and embedded analysis. Moreover, the study utilized the deductive approach in Narrative Analysis. By applying pre-existing theories that a narrative can be compared to in the deductive method to narrative analysis, the analysis takes specific theoretical assumptions before searching for evidence in a narrative that will either confirm or refute them. Hence, the theoretical assumption based on Phil-IRI manual emphasized that ***the result of the posttest and the improved behavior while reading will indicate the pupil's improved reading skills.***

In finding the tricomponent attitude of the students towards reading through Project WORDS, the researchers adopted the ABC model of Ellis (2004) as pre-existing theories which could be used on the analysis in searching for evidence in the participants' narratives as a confirmatory approach on their attitudes on the impact of Project WORDS as relied on the three basic human capacities: Affect (feelings), Behavior (interactions or intention to do something), Cognition (thoughts or beliefs) to obtain a thorough understanding of the main points from the participants, outcomes and influences caused by the events, the reading program. To achieve data visualization, letters highlighted in bold was employed as a representation in identifying the ABCs of the participants in which were also coded as S1, S2, S3, S4, S5, S6, and S7. Phrases are broken down into clauses, lines are assigned numbers, and the story's components are recognized as elements. To focus on the main points, other parts of the discourse were not included but other features were preserved. See illustrations in Figures 3-9.

Student 1 (S1), a Grade-7 student of Section Sampaguita in Miputak NHS, tells stories over the course of the interview about how Project WORDS contribute to S1's ABC's. The stories of S1 revealed the experiences of S1 in reading when this student was in elementary and the moment S1 enrolled in Miputak NHS which depicted more development on S1's reading.

**Table 1: Narrative Arcs of Student 1**

	Sample Responses	Tricomponent Attitudes
Abstract	01 <b><i>I don't' experience reading in Elementary because of pandemic and it is very hard.</i></b>	Affect
	02 <i>I can still remember Kinder ko nakabasa</i>	
Orientation	03 <i>My parents are so busy. Walay gaguide nako magbasa, naningkamot ko ug ayo para makabalo ko mobasa.</i>	
	04 <b><i>It's hard if no one is guiding us. Kay nagstruggle manko sa pagbasa.</i></b>	Affect
Complicating Action	05 <i>Kanang... kuan... Pag-abot nako ug Grade 7 sa Miputak NHS.</i>	
	06 <i>I took the GST (Group Screening Test). My adviser informed me of the result and informed my parents. She told us that we will participate in the reading Program. My mother said it's okay so that my reading skill will be developed. Then, my teacher gave me pre-test. <b>I participate in the reading program.</b></i>	Behavior
Evaluation	07 <b><i>When I knew of Project WORDS, I joined and I felt excited because we were grouped by our teacher and gave us sets of reading materials.</i></b>	Behavior
	08 <i>Taparan mi nila dayon tan.awon mobasa. <b>Moattend judko kay nalipay ko nga naa mangud moguide nako kada 3 times a week.</b></i>	Behavior
Resolution	09 <b><i>My expectation sa Project WORDS is to improve my English grammar tapos makabalo pako ug daghan words, maong niapil judko kada time sa reading.</i></b>	Behavior
	<i>As a reader, chill lang. Nahitabo jud ako expectation.</i>	
	10 <b><i>Nakahelp jud kayo ang Project WORDS sa akua kay karon nagsigi nako ug basa and dako siya ug tabang nga makasabot ko sa meaning sa words. I like to read a lot karon than before. Ok jud if someone is there to guide us.</i></b>	Cognition
Coda	11 <b><i>I will really read. Satisfy ko sa Project WORDS kay ako kakulba pagbasa nalessen. Then, my result after the posttest satisfies me. As struggling readers, chill lang ta.</i></b>	Behavior
	12 <b><i>Kay if di ka kabalo mobasa mabully man ta.</i></b>	
	13 <b><i>Ahmm... kung nay moguide mas makabalo ta sa pag-basa dayon makabalo naka mobasa... makabalo naka Sa tanan.</i></b>	Cognition

Turning to this question of what the attitudes of Grade 7 struggling readers in English towards reading through Project WORDS are, S1 talked about the experiences of how difficult reading is when no one is guiding. The phrases '*very hard*' as reflected in figure 1 in the abstract part, described S1's experiences in reading during the hiatus of pandemic without the parents' guidance and the factors of why S1 struggles in reading. In the Narrative arcs, it revealed S1's interactions about attitude on that particular event that S1 participated in the reading program, Project WORDS, and willingly attended it after school, as mentioned in the complicating action and evaluation parts. Over the course of S1's reading intervention, S1's intention to do something was realized with the belief that the program, Project WORDS, helped S1 develop reading skills and reading is easy with the guidance of the reading tutors. Additionally, other aspects of speech were maintained in the story's portrayal, such as the narrator's pause the use of ellipses in which it could entail a trailing off of a thought. Supported by the study of Idol (1987, 5), procedural facilitators increased student comprehension across all subjects by fostering communication and exchanges between educators and learners as well as between readers and writers by establishing a shared language. Teachers can verbally demonstrate reading comprehension and thought processes to students through teacher- student interactions. Both vocally and in writing, students can demonstrate their efforts to understand text, and professors can provide comments.

This concludes that Student 1, who is labeled as an independent reader in the posttest, is motivated to join the reading program, Project WORDS. This goes to show that his attitude towards Project WORDS showed a positive change to his posttest results. This means that the reading program would help improve his reading skills if someone guided him. The posttest results and the students' improved reading habits will show how much the students' reading abilities have improved as reflected in his ABCs and reading level profile posttest.

Student 2 (S2) narrated about the contribution of Project WORDS to reading. During the interview, S2 recalled their attitude towards reading and scintillated the moment S2 got to change negative perceptions on reading. More of S2's stories were revealed when the teacher-researcher let S2 write a journal.

**Table 2: Narrative Arcs of Student 2**

Sample Responses	Tricomponent Attitudes
Abstract	
01 <i>I am _____. Ako tapulan judko mobasa. 7 mi kabook sa Family pero ambot ako manjud ang tapol.</i>	Affect
02 <i>Tapulan ko mobasa pero dili buot pasabot nga dili nako love ang reading. Pero kinder 1 makabasa nako.</i>	Affect
Orientation	
03 <i>Niguide man ako teacher nako sa elementary. Ingon si teacher Nako sa elementary kabalo ko mobasa pero need improve kay Ifiyaa ko iask mangud, naay one time wala ko katubag. Kay wala manko kasabot. Dayon naa pod di nako mapronounce ug ayo.</i>	
04 <i>Nakulbaan jud kayo ko. If naa manawag teacher namo tapos Pabasahon, kulbaan nako kay panghutan.on napod di raba dayon ko katubag.</i>	Affect
Complicating Action	
05 <i>Need pajud diay ko makabalo sa uban nga words pati ang pagpronounce.</i>	Behavior
06 <i>Pag-enroll nako sa Miputak, nakulbaan napod ko kay naay GST. Nya niingon amo adviser apil daw ko sa reading Program nga Project WORDS. Hala unsa man na.</i>	
07 <i>Nitake ko sa pre-test.</i>	
08 <i>Need pajud diay ko makabalo sa uban nga words like magpronounce. Tapos need ko makasabot sa akong gibasa para makagraduate ko sa highschool. Mao moapil ko sa Project WORDS.</i>	Behavior
Evaluation	
07 <i>Nagsisgi ko ug attend sa reading kada mahapon Wednesday and Friday, after class.</i>	Behavior
08 <i>Maminaw judko tapos manghutana if naa ko di masabtan. Kay para makabalo ko. But-an manpod c Ma'am.</i>	Behavior
Resolution	
09 <i>Ang Project WORDS gahatag ug hope nako nga makatabang sa akoo sa grammar, pagpronounce. Tapos nga di nako tapolan magbasa. Basin rapod... ayyeeehh!!</i>	
10 <i>Pila kameetingan namo, mura di nako kulbaan... Tapos pag-abot sa balay basahon nako balik ang gihatag ni teacher. Nakatabang jud nako.</i>	Behavior
11 <i>Nakasabot2x nako sa akong gibasa hinay2x, nakapronounce rapod ko words nga lisud, hinay2x pod. Salamat rapod kay nakaapil ko sa Project WORDS.</i>	Behavior
12 <i>Dili jud diay magtapol2x kay importante ang reading kay if di ta kabalo makulbaan man ta ug di ta kagraduate. Salamat sa Project WORDS kay giparealize sa akoo nga bawal magtinapolan</i>	Cognition
13 <i>Sa Project WORDS nako narealize nga ang reading dako ug tabang sa atoa kaugalingon. If dili nato tabangan ato self, di pod ta kabalo mobasa, dili ta makasabot sa atoa gibasa, dili nato mapronounce tarong ang mga words.</i>	Cognition
Coda	
14 <i>Sa Project WORDS naay magguide nato, tapdan pajud ta. Di ta Pasagdan. Ikorek pod ta if dili sakto ato pagpronounce. Tudluan pajud.</i>	
15 <i>Mobasa lang jud ta nga di magtinapol.</i>	
16 <i>Sa Project WORDS, if tabangan nato ato kaugalingon, dako jud kayo mahelp sa atoa para sa atoa pagbasa nga makasabot ta. Tabangan nato ato kaugalingon. Tabangan pod ta sa Project WORDS. Salamat kayo Ma'am.</i>	Cognition

As unfolded in the Narrative Arcs of S2, S2 shared that though its tiring to read but that didn't mean S2 hated reading. Likewise, S2 felt nervous whenever the teacher called S2 to read and later asked questions based on the material given as reflected in the Orientation part. As mentioned in the Complicating Actions and evaluation parts, the interactions regarding the attitude of S2 to the emotion like joining Project WORDS, attending the program, listening to the teacher, asking questions, reading the materials again at home paved way for S2's gradual improvement in reading comprehension and believed that Project WORDS made S2 realized how important reading is and its impact in our lives. According to recent studies, teachers can also effectively assist students in understanding how tales are produced by asking probing questions. Students can concentrate on the important structure of the material by responding to questions in predictable, recurring patterns. Asking a story's illuminating, specific questions instead improve understanding (Carnine & Kinder 1985, 22).

Student 2, who is labeled as an instructional reader in the posttest, is motivated to always attend the reading program, Project WORDS, and will try to read the reading materials again when S2 arrives home. This concludes that both his posttest result and his ABCs showed positive impact to his reading skills. The outcomes of the posttest and the S2's attitude towards Project WORDS demonstrated how S2 improved his reading skills. Student 3 (S3) begins to tell stories about the contribution of Project WORDS to S3's ability in reading. During the data collection, S3 reminisces about her experiences in reading that greatly affect the reading habits S3 has gradually developed.

**Table 3: Narrative Arcs of Student 3**

Sample Responses	Tricomponent Attitudes
<b>Abstract</b>	
01 <i>In elementary, my journey in reading is tough. No one was there to teach me and it was hard to learn to read when no one guides you.</i>	Affect
02 <i>I love reading. Ganahan kayo ko mobasa especially stories but no one is there to guide me. Even though there was no one... I try my best jud nga maimprove ako pagbasa.</i>	Affect
<b>Orientation</b>	
03 <i>Walay time si mama to teach nako mobasa. That is why ako ra jud nalang nagtry sa akoang best.</i>	Behavior
04 <i>Pag-ingon sa amoa adviser, nga sa amoa reading tabangan mi. Then naay moguide, napa wow judko kay naay motabang namo.</i>	Behavior
<b>Complicating Action</b>	
05 <i>Ahhmm... kanang pag-abot nako sa Miputak NHS, naay exam gihatag. GST daw to siya. Didto ang rason nganong naapil ko, struggling reader daw ko.</i>	
06 <i>Then, nagpretest ko. Kada hapon na dayon moattend ko, Wednesday to Friday sigi mi ug basa every 4 P.M.</i>	Behavior
07 <i>I have a big trust nga ang Project WORDS will improve my reading skills much better ilabi na ang magpronounce ug words kay there are some words which are difficult to pronounce.</i>	
<b>Evaluation</b>	
08 <i>I felt nervous because I felt nga di ko kabalo jud especially Mga words nga lisud. Pero sa Project WORDS wala mi Gipasagdan. Naay moguide jud namo.</i>	Affect
09 <i>For us to understand better, amo sa ilhon ang words. The teacher uses the words in the sentences para inig basa namo dali nalang. Kasabot nami.</i>	Behavior
<b>Resolution</b>	
10 <i>Project WORDS help me realize that reading is important. Nga importante diay sabton jud ang pagbasa. Kinahanglan maimprove until wala nay moguide.</i>	Cognition
11 <i>Sauna ang reading para nako basa-basa rana. Karon, ang reading dako kayo siya ug tabang nato para makapasar ta sa kada subject.</i>	
12 <i>Ang Project WORDS nitabang para makabasa ko ug tuloy tuloy. I was happy. I got to pronounce words nga para nako lisud sauna.</i>	Behavior
<b>Coda</b>	
13 <i>Okay kayo. Kay sa Project WORDS naay motabang.</i>	Cognition
14 <i>Akong result sa posttest nacheange.</i>	
15 <i>Makabasa ra man diay ko if naay motabang. Pagkanice Mobasa if naay motabang. Mao ganahan ko sa Project WORDS. Mas nalove nako ang reading if naa ang Project WORDS kay nidako ako score sa test buot pasabot ana pagatabang ni teacher nako nga mobasa proven.</i>	Cognition
16 <i>Para nako, mobasa jud ta para maimprove atong kaugalingon. Ug mas nindot if naay moguide nato, kay mas makasabot manjud ta. Mao ni ang Project WORDS. Wow!</i>	

Depicted in S3's journey in reading in figure 4, S3 made mentioned of reading as tough because no one was there to assist but even though there was no one that could guide S3, though S3 liked reading, S3 tried to improve reading all by himself by attending Project WORDS after school as reflected in the orientation and complicating actions of the narrative analysis. The program made S3 realize that S3 needed to exert effort to understand the words and the materials better until such a time that there is no one to depend on. S3's belief supported by Baker et al. (2002, 741) that teachers should be very methodical when explaining how to use an approach and give students opportunities for structured practice. Gradually reducing support is important, as is long-term application and careful observation of pupils' comprehension.

Apart from that, S3 also believed that a person can read if he/she is being scaffolded by someone which was the same with S1's belief. Improving students' reading comprehension and content knowledge requires the development of learning supports (How to Scaffold Texts for Struggling Readers in Actively Learn, n.d.-b).

Student 3, who is labeled as an independent reader in the posttest, is guided by his teacher and appreciates the support of how Project WORDS helped S3 understand what he reads. This concludes that both his posttest result and his ABCs showed positive impact to his reading skills. This means that his posttest results and ABCs have a positive effect on his reading abilities.

**Table 4: Narrative Arcs of Student 4**

Sample Responses	Tricomponent Attitudes
Abstract	
01 <i>I can still remember my first teacher in reading was my father. I learned to read when I was in Grade 1.</i>	
02 <i>I have happy memories in reading and I love it because my parents guide me ever since.</i>	Affect
Orientation	
03 <i>My father always tells me nga importante ang mobasa kay ang tawo nga kabalo daw mobasa bisan asa padulongh di ra mawala dayon di pod mailad. Mao nachallenge ko.</i>	Affect
04 <i>Pag-abot nako sa Miputak NHS as Grade 7 student, nag-ask amo adviser if kinsay ganahan moread diri. Niisa judko sa akoo kamot.</i>	Behavior
05 <i>Mao to so teacher niingon pajud nga motabang siya namo para maimprove among reading habits. Naexcite ko.</i>	Affect
Complicating Action	
06 <i>Gipaexam ko ni teacher. Para daw to mahibaw.an ug mopa-Dayon ko ug apil sa mga di pa kayo makabasa. Naapil judko Bitaw. Abi nako ug okay rako.</i>	
07 <i>Ana ko nga mojoin judko sa Project WORDS kay di nako malimtan ang giingon sa akoo tatay nga importante ang mobasa.</i>	Behavior
08 <i>Then, ngpretest ko. Kada hapon na dayon moattend ko. Wednesday to Friday sigi mi ug basa every 4PM.</i>	Behavior
09 <i>Kabalo ko nga maenjoy ko mao gaatend ko. Nisamot ko Ganahan mobasa agis Project WORDS kay lain2x ug Passages. Naexplore ko sa mga paragraph bitaw gikan sa Sayon taman lisud. Makalingaw mobasa sa passages.</i>	Behavior
Evaluation	
10 <i>At this time, ako hobby nga magbasa sa stories mas masabot nako ako gibasa and I do it more often.</i>	Behavior
11 <i>Sa diha ato pagstart, I felt nervous because I felt that they will let us read words. But our tutor, wala mi gipasagdan. Our tutor really taught us a lot in reading.</i>	Affect
12 <i>Before we will read, we will first look for the meaning of the words in the dictionary which will help me to understand better.</i>	Behavior
Resolution	
13 <i>Project WORDs improved my reading comprehension much better, nakasabot ko basa sa paragraph. Ilabi na ang magpronounce ug words kay there are some words which are difficult to pronounce. Dako pod ako score sa post test. Mas navalue nako ang reading.</i>	Cognition
14 <i>Naimprove pod akong love sa reading, vocabulary, and grammar.</i>	Cognition
15 <i>Nice man kay naay motabang namo para mas makasabot pajud mi.</i>	Cognition

Coda

16 *Wala ko nagmahay nakaapil ko sa reading sa Project WORDS mahinundom judko sa akoang papa. Ang Project WORDS dako jud siya natabang kay amo teacher motabang manjud namo agis program, naa nakoy mga di malintan nga words, akong gilista. Ug magsige ko ug basa para madungangan pajud.*

Cognition

As reflected in figure 5, S4 had happy memories in reading knowing that S4's father was there to guide in cultivating S4's reading habits. Studies reveal that parental involvement in their kids' education improves their performance in elementary and secondary education (Fan and Chen 2001, 3). This leads to higher academic attainment, increased cognitive competence, enhanced problem-solving skills, better attendance, and fewer behavioral problems at school (Melhuish et al. 2001, 1). Comprehension issues are the result of weaknesses in pupils' ability to monitor and grasp of what they are reading (metacognition), according to Gersten et al. (2001, 289). Since S4 had a positive engagement in reading because of S4's father, S4 joined Project WORDS because knowing that the teacher was also there to assist. S4 shared that reading materials, from easy text to difficult ones, were given to them to enhance their reading comprehension. Some comprehension-challenged students struggle to "get the point," most likely due to their inability to effectively illustrate the text they are reading.

In addition, S4 had been exposed to different text structures as included in the reading program, it aided in the development of S4's reading comprehension. Students are better able to recall information that is specifically the greater their understanding of the structure of narrative texts—that is, the fact that stories usually have a plot—in relation to these main narrative categories when compared to other information, setting, and characters in the narrative. Testing reading comprehension by having the reader recount a paragraph they have already read gives you immediate access to their mental image (Kida et al. 2016, 2). Because of this, S4 believed that Project WORDS helped in reading comprehension, particularly as to the meaning of the difficult words, which made S4 better understand a text. The vocabulary that kids can acquire by learning word meanings directly from their teachers is limited to the terms that they must expressly study in grades K–12 (Gobet 2015, 6).

Student 4, labeled as an independent reader in the posttest, made it a habit to join Project WORDS every Wednesday and Friday at 4 P.M., showing his interest in still joining Project WORDS. His posttest results and ABCs helped S4 improve his reading skills. Student 5 (S5) narrated his or her experiences in reading and how feelings towards reading changed when started joining Project WORDS. While gathering data, S5 started to share his beliefs and perceptions about understanding what you read before and after joining Project WORDS.



**Table 5: Narrative Arcs of Student 5**  
Sample Responses

		Tricomponent Attitudes
Abstract	<p>01 <i>My reading experience when I was in elementary was fine and okay but I had a hard time pronouncing some words.</i></p> <p>02 <i>As far as I can remember, I was able to read words ahh murag Kinder I.</i></p>	
Orientation	<p>03 <b><i>Yes I loved reading because there used to be someone who guided me when I was a kid. Pero now, murag Nawala akong interest.</i></b></p> <p>04 <b><i>When I joined Project WORDS and every time my reading tutor will call me to read, mixed akong emotions. Usahay kapoy dayon dili na gusto moadto. Usahay pod kuan murag lingaw mobasa..</i></b></p> <p>05 <i>I sometimes run towards the library when it's time to read bcoz I want to be the first one nga pabasahon ni teacher.</i></p>	Affect
Complicating Action	<p>06 <i>I was informed about my GST Score but I forgot what the teacher told me.</i></p> <p>07 <i>I didn't understand about the meaning of my GST result and my mom explained it to me. Iyaa kong gipasabot unsa na.</i></p> <p>08 <i>Actually, walay giingon si mama when I told her that I joined Project WORDS</i></p> <p>09 <i>Gipapretest mi ni teacher then gisultian mi niya sa among scores pero nalimot ko kay wala ko naminaw. Hehehe</i></p>	
Evaluation	<p>10 <i>Our tutor let us read every 4-5pm 3 times a week. Gipabalik balik mig basa.</i></p> <p>11 <i>At first, I didn't like participating in the reading program but then I got better, and it helped a lot. Not too much.</i></p> <p>12 <b><i>I will always ask my teacher before 4pm if magparead Napod ba siya.</i></b></p>	Behavior
Resolution	<p>13 <i>It gave me a nit of hope in reading with comprehension. My reaction is that it helps us students who have a hard time pronouncing or reading.</i></p> <p>14 <b><i>It helped a lot. I will keep reading to improve my reading comprehension skills. It aided me by helping me pronounce some words..</i></b></p>	Behavior
Coda	<p>15 <b><i>I realize that reading clearly and fast is important with day to day life kay it's embarrassing nga madunggan ko sa kauban nimo masayop inig basa.</i></b></p> <p>16 <b><i>I also realize that it will affect your reading skills when someone is there to assist you.</i></b></p> <p>17 <b><i>I am satisfied with my reading ability. Project WORDS helped me to read faster and it helped me understand when I read.</i></b></p>	Cognition

S5's narrative arcs disclosed the same sentiments as S2, S3, and S4. S5 narrated that someone was there to guide in reading, however S5 lost interest. Kasáčová and Babiakova (2019, 2983) in his study conveyed that teenagers' declining readability was caused by some significant modifications that should be considered. These changes are as follows: a. Teenagers' other interests take up more of their time and energy, which prevents them from reading; b. Teens have a preference for other, more alluring hobbies; c. Teenagers find other forms of media more appealing; d. Teens are unaware of appealing reading recommendations tailored to their age groups; e. individuals read only when and what they are required to; f. they have never had a good relationship with reading, they don't think it's enjoyable, and it doesn't make them happy; g. Teens view reading as a waste of time and boredom; h. Fiction does not appeal to many youngsters, who would rather read factual and educational materials about topics they are interested in. Due to their schoolwork and other responsibilities, many teenagers don't

have time for reading.

Apart from losing interest in reading, still S5 managed to participate in Project WORDS because of S5 determination of improving his reading comprehension skills. It led S5 to a belief that because of the program, it helped S5 understand the reading materials and concluded that other students could no longer bully someone concerning pronunciation or fluency. 20% of children report being bullied, according to the Pacer National Bullying Prevention Center, claiming things like name-calling, being the focus of gossip, physical bullying, and being excluded from social events. For this not to happen, S5 realized that reading fluency should also be addressed. Studies have shown that there are consistently positive relationships between reading comprehension and fluency measurements (Kang and Shin 2019, 2-3).

Student 5 labelled as independent reader in posttest revealed that he will keep reading to improve his reading comprehension skills. This concludes that both the results of his posttest and ABCs contributed to his improvement as a reader.

Moreover, student 6 (S6) shared his or her reading experience from when he or she was in elementary school up until Grade 7. S6 also stated how Project WORDS contributes to the development of his or her reading skills and how his or her interest in reading made him or her motivated to assist others who are struggling with reading.

**Table 6: Narrative Arcs of Student 6**

Sample Responses	Tricomponent Attitudes
Abstract	
01 <i>I haven't have much experience during my elementary days because of the pandemic. It was hard for me because most of the time, my parents were busy. There's no one to guide me to read since my parents are always busy so I tried to read on my own.</i>	
02 <i>Pero, I love reading stories especially fantasy stories because reading helps me feel relaxed and comfortable.</i>	Affect
Orientation	
03 <i>The school assist our reading through the screening test during the first day class and then our teacher informed us of our scores.</i>	
04 <i>When I learned about the reading program, akong na feel Kay ganahan kayo ko kay mas nindot akong pagbasa. Dayun Mas maindependent pa akong pagbasa.</i>	
05 <i>Our tutor will tell us dayon nga ali kay magbasa nata. Dayun gitayman mi.</i>	
Complicating Action	
06 <i>As a reader, I still find words hard to pronounce and I still Make mistakes while reading. <b>Sometimes, it's very tiring to read</b> but because of Project WORDS, our tutor seems to encourage us to read more often.</i>	Affect
Evaluation	
07 <i>There was one time nga si teacher _____ nagrequest nako to Let one struggling reader assigned to her to conduct the the reading activity and she instructed me on how to administer it. <b>At first, makasapot kay daghang sayup iyang pagbasa pero I think I enjoy helping others to read. mao to tudluan nako siya sige basa.</b></i>	Affect Behavior
08 <i>Maayo kayo siya sa program makatabang sa pag-improve sa mga maglisud ug basa. Nalipay ko nga naa ning program kay nakatabang siya nako.</i>	
Resolution	
09 <i>Yes, nakatabang jud ang Project WORDS nako to improve my reading skills and my grammar and pronunciation.</i>	
10 <i>I'm satisfied with the reading program pero <b>magsige gihapon kog basa para mas mo improve akong pagbasa.</b></i>	Behavior
Coda	
11 <i>Reading is important because it helps improve my grammar And pronunciation.</i>	Cognition
12 <i>I realized that it's hard to teach others to read. Dili jud d.i lalim that's why magisge nakog basa.</i>	Cognition

Looking at S6's narrative arcs displayed that reading made S6 felt relaxed and comfortable. Though somehow, it's tiring same with S2's feeling towards reading but what S6 enjoyed most was teaching others because there was one time when S6 was given the opportunity to teach other struggling readers which made S6 believed that Project WORDS opened S6 the opportunity to teach others and encouraged S6 to pursue reading in order to improve himself and illuminate others as well.

The importance of continual discussion about the meaning of texts in enhancing comprehension levels, particularly for students who struggle with comprehension, is being recognized by researchers more and more. One well-liked method for boosting conversation and active thinking is by employing peer tutors. Using peers to "teach" or promote comprehension has advantages and disadvantages, just like most intervention strategies (Fuchs 1997, 28). In a setting where students can collaborate and give feedback to one another, Peer tutoring may offer a continuous, engaged discussion. Peer tutoring does have some disadvantages, though, in that even if a peer has excellent reading comprehension, they might not be able to help other pupils sufficiently due to language barriers. This poses a possible constraint on peers. On the other hand, it's also likely that peers speak in a more understandable manner than adults, who tend to use more formal language (Baker et al. 2002b, 747).

Student 6, labeled as an independent learner in the post-test, plans to continue to read to improve S6's reading skills and is motivated to teach other struggling readers to read as well. This implies that S6's posttest results and ABCs helped her become a better reader and a peer tutor.

Student 7 (S7), a struggling reader of Grade 7 Sampaguita under Frustration level, expressed his or her experiences in reading and how Project WORDS helped overcome his or her fears when reading. Throughout the interview, S7 narrated his or her sentiments toward reading.

**Table 7: Narrative Arcs of Student 7**

Sample Responses		Tricomponent Attitudes
Abstract	<p>01 <i>My experience in elementary is they did not teach me how to read they were not there to guide me.</i></p> <p>02 <i>I want to read kay para makabalo mobasa but walay motabang nako.</i></p>	
Orientation	<p>03 <i>Now in Grade 7, I want to read because there's someone to Teach me and I feel happy.</i></p> <p>04 <i>Giingnan mi sa among score sa test sa pagbasa. Ingon si papa Og mama okay radaw para makabalo ko sa pagbasa.</i></p>	
Complicating Action	<p>05 <b><i>Mahadlok pako atong una nga gipabasa kos akong tutor kay mglisud judko ug basa basin kasab.an ko ni teacher. Kulba kayo mobasa oy pero inhale exhale lang jud.</i></b></p>	Affect
Evaluation	<p>06 <i>Kuan, nindot ang Project WORDS.</i></p> <p>07 <i>Gusto ko yong reading program, Project WORDS, kay para mkabalo ka kong unsaon pagbasa tas gusto ko din yong reading program, kong unsaon siya pagbasa and pronounce.</i></p> <p>08 <i>Kung ako ang reader, I feel so happy about the reading project pero wala ko na satisfy kay frustration paman japon ko.</i></p>	
Resolution	<p>09 <i>Gihatagan ko ni teacher _____ og mga answeranan nga worksheet og basahonon pud. Sige ko niya og ingnon man nga magbasa jud sige ha.</i></p> <p>10 <b><i>Magstudy pajud ko para makabasa ug tarong. Study sige.</i></b></p>	Behavior
Coda	<p>11 <b><i>Importante ang pagbasa kay aron makagraduate.</i></b></p> <p>12 <b><i>I still want to pursue reading kay yes, para makabalo pajud kag maayo sa pagbasa ninyo.</i></b></p>	Cognition Behavior

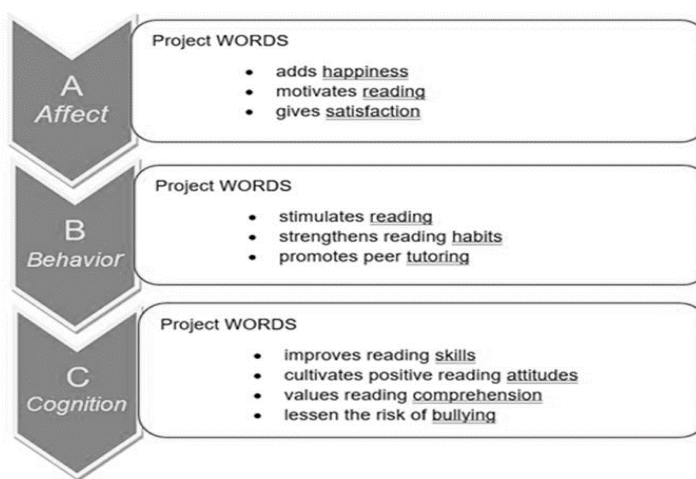
Reflected on S7's narrative arcs, shared S7's hope and determination towards reading. S7's interactions of fears in reading were to join Project WORDS with S7's determination to read and improve oneself. On the resolution part, S7 believed that the program helped them realize that reading is vital to people's lives. According to research, reading activates a sophisticated network of neural circuits and impulses in the brain, and as you get better at reading, These networks get more powerful and advanced (Iaw 2021).

Student 7, still labeled as a frustrated reader in English, is still motivated to study hard and to pursue reading so that she can read properly. However, his posttest results don't correspond to his positive attitude towards Project WORDS, resulting in a contrasting belief that the result of the posttest and improved behavior while reading will indicate the pupil's reading skills. Thus, it is recommended that further remediation should be given to S7 to make progress in his reading level.

In the aforementioned narrative analysis, the narrator, listener/analyst, and reader all work together to achieve a very real sense of meaning. The words of the original speaker were not obliterated. They were there, in all their vagueness and ambiguity. The researchers used Bisaya language, the native language of Dipolog City. Had it known that Philippines is a multilingual country where different dialects are used. The researchers only selected features of the discourse between the Grade 7 struggling readers' attitudes in reading through Project WORDS, adopting the ABC model of Ellis (1994), where the struggling readers were the subject of their text, and the researchers were the ones who interpreted the discourse.

**Project WORDS contribution to the ABCs of Grade 7 Sampaguita struggling readers in English.** By highlighting the key idea of the significant statements that could be inferred from the interview data and journal of the Grade 7 struggling readers, after employing the narrative analysis to examine the ABCs of the struggling readers in English towards reading through Project WORDS, a thematic approach was also applied taken from the students narrative to encapsulate the impacts of Project WORDS as to their affect, behavior, and cognition (ABC) on their reading comprehension in English. Initial themes were first developed through initial coding to make sure that the central theme accurately reflected these statements.

**Figure 3: Emerging Themes of Project WORDS contribution to the ABCs of Grade 7- Sampaguita struggling readers on their reading comprehension in English**



## 2.1 Affect

Based on the narrative analysis, a total of fifteen (15) significant statements were gathered from the participants and three (3) themes were created from the said responses. The themes below articulated the impact of Project WORDS to the affect or the emotions or feelings of Grade 7-Sampaguita struggling readers in English towards reading to wit:

### 2.1.1. adds happiness

The Grade 7- Sampaguita struggling readers expressed that Project WORDS adds happiness. Knowing that the program is divided into phases and has a lot to offer for the students that would increase their competency in reading, this makes students convenient on their part. Educators who work with students who struggle with reading should know that good remediation directly teaches and develops the necessary skills to get the student up to a proficient level. Therefore, a crucial element of a good remediation program is the student's effort and attitude, which influences how quickly they pick things up (Lee et al. 2012, 823a).

*“...I was happy. I got to pronounce words nga para nako lisud sauna...”* – S3

*“...Makalingaw mubasa sa mga passages...”* – S4

*“...Nalipay ko nga naa ning program kay nakatabang ni nako...”* – S6

*“...I think I enjoy helping others to read...”* – S6

*“...I felt excited because we were grouped by our teacher and gave us sets of reading materials...”* – S3

*“...I feel so happy about the reading project...”* – S7

### 2.1.2. motivates reading

To the struggling readers of Grade 7- Sampaguita, the reading program of Miputak NHS persuaded them to read. The program has various ways on optimizing the motivation of the struggling readers. It does not only the effort of the teachers, but it includes the involvement of the parents, peers, and other stakeholders.

*“...I like to read a lot karon than before...”* – S1

*“...Ang Project WORDS gahatag og hope nako nga makatabang sa akoo sa grammar, pagpronounce...”* – S2

*“...It gave me a bit of hope in reading with comprehension...”* – S5

According to Lee et al. (2012, 823b), motivated students progress faster than students with a poor attitude.

### 2.1.3. gives satisfaction

Literacy learning is an intricate process that truly exhibits progressive and variable change through time, according to child development experts who have succeeded to witness the growth of a specific child (Flynn et al. 2004, 111). Grade 7- Sampaguita struggling readers felt gratified of the benefits the reading program offered to them especially that they were the students that needed to be given attention to.

*“...Satisfy ko sa Project WORDS kay ako kakulba pagbasa nalessen...”* – S3

*“...I am satisfied with my reading ability...”* – S5

*“...I am satisfied with the reading program...”* – S6

## 2.2. Behavior

Taken from the narrative analysis, a total of fourteen (14) significant statements were gathered from the participants and three (3) themes were generated from the statements. The themes below revealed the contribution of Project WORDS to the behavior that talked on the interactions of Grade 7- Sampaguita struggling readers in English. Because of the positive emotions created by the reading program to the students, this created a great impact on their behavior.

### 2.2.1. stimulates reading

The Grade 7- Sampaguita struggling readers were encouraged the need to address gaps in reading. These students were given ample time for remediation, guided by the reading tutors, and provided with reading interventions that would aid in their intention to involve themselves willingly on pursuing reading.

*“...karon nagsige nako og basa...” – S1*

*“...I participate in the reading program...” – S1*

*“...Nagsige ko og attend sa reading kada mahapon...” – S2 “...mobasa jud ta para maimprove atong kaugalingon...” – S3 “...ug magsige ko ug basa para madungagan pajud...” – S4 “...I will keep reading to improve my reading comprehension skills...” – S5*

Reading interventions are exercises and techniques that provide pupils the reading ability and self-assurance they need to read a variety of texts. According to research, children need to be proficient readers before being introduced to reading comprehension exercises (Karen 2021).

*“...Magstudy pajud ko para makabasa og tarong. Study sige...” – S7*

*“...I still want to pursue reading kay yes, para makabalo jud kag maayo sa pagbasa ninyo...” – S7*

### 2.2.2. strengthens reading habits

Had it known that one of the goals of Project WORDS is to boost reading habits to all students whether they are reading below their grade levels or not. The struggling readers of Grade 7- Sampaguita proved this aim as they attended the class after school and extended reading not just when advice to do so but the program created a habit to optimize reading in school, at home and anywhere whatever purpose this may contribute to them. Research shows 10 advantages of reading that highlight how important it is to read for when you regularly read, you: acquire important knowledge; work your brain; become more focused; boost your memory; savor the entertainment; increasing your capacity for empathy; boost your communication abilities; reduced tension; boost your mental well-being a longer life (Iaw 2021).

*“...karon nagsige nako og basa...” – S1*

*“...Tapos pag-abot nako sa balay, basahon nako balik ang gihatag ni teacher...” – S2*

*“...I will always ask my teacher before 4pm if magparead napud ba siya...” – S5*

*“...magsige gihapon kog basa para mas mo improve akong pagbasa...” – S6*

### **2.2.3 promotes peer tutoring**

In the READ- Me phase of Project WORDS, the program encouraged volunteers (i.e., parent-volunteers, teacher-volunteers, or student-volunteers) to take part in the reading intervention of the students, specifically the struggling readers. These had been witnessed and experienced by Grade 7- Sampaguita struggling readers when they joined the program. The students, especially the independent readers, were allowed to teach other students for them to share their knowledge and be given the chance to experience teaching their fellow students to read. The practice of students aiding pupils is known as peer tutoring (Alexander 2024). Students take an active role in their education by doing research on subjects that interest them. Students are more interested in learning because of their greater involvement.

*“...Mao to tudluan nako siya sige basa...” – S6*

## **2.3. Cognition**

Based on the narrative analysis, a total of sixteen (16) significant statements were gathered from the participants and four (4) themes were generated from the statements. The themes below disclosed the influence of Project WORDS to the cognition or belief on reading that of Grade 7-Sampaguita struggling readers in English. From the struggling readers affect and behavior, their experiences would create principle or standpoint towards the reading program.

### **2.3.1. improves reading skills**

On the context of reading remediation, the Grade 7- Sampaguita struggling readers had undergone series of assessment from Group Screening test (GST), Pretest, formative assessments, and up to Post-test. These students observed gradual changes to their reading habits and skills. For that, it built assumptions towards the program. Assessing children on their abilities to read and write is one way that assessments are used. These tests let you compare students on a single scale. They can be applied to track reading skill improvement and pinpoint skill gaps.

*“...dako siya ug tabang nga makasabot ko sa meaning sa words...” – S1*

*“...Project WORDS improve my reading comprehension much better...” – S4*

*“...Project WORDS helped me to be able to read faster and it helped me understand what I read...” – S5*

*“...Reading is important because it helps improve my grammar and pronunciation...” – S6*

According to Weber (2023), the advantages of assessments are numerous: you can use them to complete academic requirements at your school or institution; the reading comprehension abilities of their students can be evaluated by teachers. Students can pinpoint potential areas of difficulty.

### **2.3.2. cultivates positive reading attitudes**

Reading regularly is crucial for intellectual growth since it instills a sense of moral principles in the reader would progressively give him the ability to comprehend rather than judge (Noor 2011, 3). Because of constant monitoring and evaluation to these Grade 7 struggling readers of section Sampaguita, negative viewpoints on reading prior to the reading program had been eventually addressed. The reading procedures of Project WORDS aided them to become

optimistic in reading. On the other hand,

*“...Salamat sa Project WORDS kay giparealize sa akua nga bawal magtinapolan...” – S2*

*“...Mobasa lang jud ta nga di magtinapol...” – S2*

*“...Dili jud diay magtapol2x mobasa...” – S2*

According to Lone (2011, 7a)'s survey, college students who read do so mostly for educational objectives (43.49%), informative purposes (40.23%), and recreational reading (11.39%). They have a bad attitude about reading for pleasure because they perceive pressure to perform well in school from both their parents and instructors. One of the most important skills for lifelong learning is reading, and leisure reading is the finest way to build reading for life. One of the most important skills for lifelong learning is reading, and leisure reading is the finest way to build reading for life (Lone 2011, 7b), who also emphasized the importance of parents and teachers encouraging pupils for both personal and professional reading.

### **2.3.3. values reading comprehension**

Since one of the goals of project words is to intensify students' reading comprehension, Grade 7- Sampaguita had constant assessment with their reading tutors. These processes made them realize that the program, Project WORDS values reading comprehension a lot, making them more productive towards their reading skills. According to Oriogu et al. (2017, 78-79), most students read just for the sake of passing their test. Most of them don't read for pleasure or out of intellectual curiosity; only a small minority do. The program tries to avoid this notion that understanding what you will read takes place only for the sake of passing the exam or curiosity but embed students to give importance to what they read.

*“...Sa Project WORDS nako narealize nga ang reading dako jud kaayo mahelp sa atoa para sa atoa pagbasa nga makasabot ta...” – S2*

*“...Project WORDS help me realize that reading is important. Nga importante diay sabton jud ang pagbasa ” – S3*

*“...mobasa jud ta para ma improve atong kaugalingon .. ” – S3*

*“...Mas navalue nako ang reading...” – S4*

*“...I realized that reading clearly and fast is important with day-to-day life ..... ” – S5*

*“...I realized that it's hard to teach others to read. Dili jud diay lalim that's why magsige nakog basa ” – S6*

*“...Importante ang pagbasa kay aron makagraduate.. ” – S7*

### **2.3.4. lessens the risk of bullying**

Reading problems typically start in kindergarten. Children who have not yet mastered reading skills will likely never catch up with their peers if they do not receive the appropriate instruction. This instance created an opportunity for bullying and usually those students who have reading difficulties are victims of this. In comparison to children who are not regularly tormented, kids who experience frequent bullying are considerably more likely to leave school early after middle school (“PDF.js Viewer” n.d.). This is what the struggling readers perceived after undergoing with the program. Because of helping themselves and efforts of the reading tutors, as well as the support of their parents, bullying



could be avoided because bullying will be ignore, it would create experiences which have an impact on job decisions and income levels throughout the course of a lifetime.

*“...Kay if di ta kabalo mobasa mabully man ta..” – S1*

*“...kay it’s embarrassing nga madunggan ka sa kauban nimo masayup inig basa.....” – S5*

### **Conclusion and Recommendations**

Implementation of reading programs among schools has been ‘strongly encouraged’ by the Department of Education in all elementary and secondary public schools to strengthen their support, especially for reading. However, due to the pandemic, issues of reading difficulties increased, which led to a decrease in students’ competencies in literacy. Results on their assessments are not just a factor to consider in determining students’ ability to read; their attitudes towards it must be carefully thought. Hence, this study explored the impact of Project WORDS on the Affect, Behavior, and Cognition (ABC) of the 7th-grade struggling readers in English of section Sampaguita of Miputak NHS.

Drawing on the study's findings, it can be said that the initiatives of the teachers and school heads can address difficulty in reading. Reading programs, like Project WORDS, a reading program of Miputak NHS that encourages everyone to work together to develop reading skills among students, particularly struggling readers, foster great impact on their Affect, Behavior, and Cognition (ABC). It created an overall positive effect on the struggling readers towards their feelings about reading, favorable actions to do something, and auspicious stance about the reading program in which cast off long-lasting impressions on their experiences and journey in reading as drawn from their narratives and as revealed in the analysis that Project WORDS: Affect (adds happiness, motivates reading, gives satisfaction); Behavior (stimulates reading, strengthens reading habits, promotes peer tutoring; and Cognition (improves reading skills, cultivates positive reading attitudes, values reading comprehension, lessens the risk of bullying). The negative result of the student's posttest does not imply a negative connotation on the reading program per se but rather encouraged an optimistic outlook towards reading. Thus, a program will not be effective without the integration of a standardized tool which will be used to assess students’ competencies and monitor students’ progress, that is PHIL-IRI which is essential in aiding the program. PHIL-IRI assessment tool coupled with a well-planned reading intervention/program would greatly contribute to alleviating the dilemmas of literacy. Though, problems in reading difficulties will not be totally abolished, somehow it will supplement to the mainstream of the reading program curriculum which should be considered because parents are so important in encouraging their children to read, it is important for educators and parents to collaborate in order to scaffold the learners. 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.

**To the teachers.** Continue to develop innovative teaching strategies that can encourage and pique kids' enthusiasm in reading. Since students today are more inclined toward technology, incorporate technology or multimedia materials that can promote learning and provide them opportunity 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 each day so that students can keep practicing and have their progress tracked.

**To the parents.** By offering venues for at-home learning, you are showing that you value reading. For practices that can enable reading to continue at home and to avoid being hindered after school, get in touch with the teachers. Follow up on your pupils' reading progress, guide them, and foster a conducive environment to encourage good reading habits.

**To the language teachers of Dipolog City Division.** Share your thoughts and suggestions to improve the reading interventions in your school 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, allocating 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, give teachers the tools they need to develop their pupils' literacy skills.

**To the stakeholders.** Continue to support the youth particularly on literacy and numeracy.

**To future researchers.** The results of this study must be validated to evaluate the contribution of the reading intervention on students in multiple grade levels to compare outcomes and determine its generalizability, this may also serve as the foundation for subsequent research investigations that concentrate 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	August 29, 2022	Teacher-researchers
2. Determining the graded passage of students reading below their grade level based on the Phil IRI Manual	1 day	August 30, 2022	Teacher- researchers

3. Crafting of questions for journal and semi-structured interview	2 days	January 12-13, 2023	Teacher- researchers
4. Editing and finalizing of questions for journal and semi-structured interview	1 day	January 20, 2023	Teacher- researchers
5. Preparing the questions and materials for the journal and semi-structured interview	1 day	February 13, 2023	Teacher- researchers
6. Submitting a letter of intent to conduct action research	1 day	February 24, 2023	Teacher-researchers, School Principal
7. Conducting the stages in the data gathering procedure	5 days	February 27 – March 3, 2023	Teacher-researchers, student participants
8. Transcribing the semi-structured interview	2 days	March 9 – 10, 2023	Teacher- researchers
9. Analyzing data and discussing results	1 day	March 17, 2023	Teacher- researchers
10. Drawing conclusions from the analyzed data	1 day	March 20, 2023	Teacher- researchers

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### Financial Report

This 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	7 reams	₱ 1,330.00
2. Ink (black)	Reproduction, printing, and binding costs	5 pcs	₱ 1,300.00
3. Ink (Colored)	Reproduction, printing, and binding costs	1 set	₱ 700.00
4. Internet/ Data Allowance	Communication and research expenses	3 months data allowance for 3 persons	₱ 3,600.00
		TOTAL	₱ 6930.00

### Assent Form

**Title of the Study:**

Exploring the Impact of Project WORDS on the Affect, Behavior, Cognition of 7<sup>th</sup> Grade Struggling Reader in English

**Principal Investigators:**

Tribujeña, Hyasinth D.; Enoy, Jana Shierafel B.; Elumba, Dexter A.

I agree to participate in this study and know its main objective is to explore the impact of Project WORDS, the school reading program of Miputak National High School to the Affect (feelings), Behavior (intention to do something), and Cognition (beliefs) of the Grade 7 struggling readers in English of Section Sampaguita.

I understand that the information provided by this study may be utilized for publications in a research journal as well as other research endeavors. All personal information, however, will be coded, and personal identity will not be revealed.

I understand that the participation of my child in this study is voluntary, and refusal to participate will involve no penalty or victimization and as a parent, I may withdraw from participation of my child at any point in the study with no penalty whatsoever.

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 assessing the impact of Project WORDS to my son/daughter towards reading and the contribution of this program to my child's reading development. Furthermore, this study will only evaluate the attitudes of my child on his/her reading habits with the aid of the program. Likewise, this study may serve as the basis for feedbacking, continuing instrument to alleviate difficulties in reading, and looking into some factors that may hinder reading or aspects which may boost reading habits. Thus, this may serve as foundation to consider not only aptitude of the student but also their attitudes towards reading as one of the factors that teachers must consider.

Participant:

\_\_\_\_\_  
Name of Parent/Guardian

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Student:

\_\_\_\_\_  
Name of Student

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date