

FACE-A-BOOK IN TEACHING READING TO GRADE 6 LEARNERS

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Face-A-Book in Teaching Reading to Grade 6 Learners

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Abstract

Children overlook their educational obligations because of exposure to social networking sites and online games. The primary purpose of this study is to embrace digital reality, make schools relevant to the current and future needs of the digital generation, and rekindle the learner's passion for reading. The reading performance of learners was generally below the mark. Thus, this study investigates the effect of the Face-A-Book strategy as an intervention in learners' reading performance, particularly in decoding words, vocabulary, concepts, and fluency. The study utilized one group pretest-post-test research design participated by 36 Grade 6 learners. The reading performance level of the learners was analyzed using the Mean Percentage Scores in the pretest and post-test, and t-test was used to determine the significant difference. The findings showed a significant improvement in the learners' reading performance. The level of reading performance in decoding words, vocabulary, concepts, and fluency of Grade 6 learners improved using the Face-a-book strategy from the "Frustration" level in the pretest to the "Instructional" level in the post-test. Also, there is a significant difference in the level of performance in the learners' reading between the pretest and posttest. Hence, using Face-A-Book can improve learners' reading performance in decoding words, vocabulary, concepts, and fluency.

Keywords: decoding words, vocabulary, concepts, fluency, one group pretest-post-test

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Context and Rationale

Reading is an indispensable factor in modern life, interwoven with work, recreation, and other activities of young people and adults. If a person wishes to be well-informed and enjoy his existence and relationship with others, he must know how to read.

Francis Bacon (1625) emphasized this when he said reading makes a complete man. Extensive reading fills the mind with information and ideas that inspire, provide further thought, and lead to new ideas. A "full" mind is obviously better than an empty or ignorant one. Reading does not only entail knowing a word's meaning by recalling it (Doctor, 2004). It is also an activity wherein the reader tries to organize said meanings. The organization of meanings is governed by purposes that the reader clearly defines. In short, the rewarding process involves both acquisitions of meaning intended by the writer and the readers on contribution in interpretation and evaluation.

The more a learner reads, the more things he will know. He reads to learn, and the more he learns, the more places he will go (Cleveland 2016), where the inability to read is the fundamental cause of failure among pupils. In the primary grades, promotion is almost entirely dependent upon achievement in reading. Moreover, failure in Mathematics, Language, Science, and History may often be traced to the inability to read. Based on the time allotted in and about the school process, reading is the most crucial subject in the curriculum.

Similarly, the most essential subject to be learned by children is reading. They will learn little today if they cannot read correctly. Surveys show that non-readers become delinquent, unemployed, or misfits in society. Reading and understanding printed materials, especially those written in English, indicates success. According to Nieporent (2021), children who can read fluently make more and better progress. Fluent readers recognize words automatically without struggling over decoding issues.

In addition, reading is defined as an activity that involves comprehension and interpretation of ideas symbolized by written and printed pages (Grell, 2023). Being able to read gives a reader access to a wealth of information that wasn't accessible to him before.

One can learn and discover new things and widen his vocabulary (Twinkl Teaching Wiki, 2010). Hence, it is clear that hand-in-hand with reading, it is necessary to know and interpret the meaning of the symbols read. Throughout one's life, one must do a lot of reading. A reader learning a new language like English must be prepared to meet the varied tasks in the future (Dick, 2023).

One cause of dissatisfaction in school is reading failures on the part of the pupils. Their inability to read often results in dropping out of school and hampers their enjoyment of a whole human and social life (Reading Horizons, 2011). A person not allowed to read cannot function properly; he cannot live the human and social life enjoyed by those exposed to the world of the printed page. He is deprived of a fundamental human right to further education and access to one of the most invaluable instruments for learning and, thus, for living (EuroSchool, 2023).

Teaching children to read accurately, fluently, and with adequate comprehension is one of the main goals of early education. Reading is critical because a great deal of formal education depends upon being able to read with understanding. Reading difficulties will inevitably create educational difficulties, which, in turn, are a significant source of economic and social disadvantage. However, such difficulties may be reduced by suitable early intervention (Hulme & Snowling, 2011). Fast-forward to the past two years, when the pandemic forced schools to continue their classes virtually and even some to halt their operations, the difficulties in the country's learning poverty are much deeper (Conoza, 2022).

Based on the Phil-IRI pretest result conducted last October 2022 in San Juan Central School, out of 36 Grade 6 learners, twelve (12) are Independent Readers, eleven (11) are Instructional Readers, and thirteen (13) learners belong to the Frustration Level. The result was so alarming since these learners are already in Grade 6.

Reading literacy is a prerequisite for an individual to become a good reader and is essential for gaining knowledge and understanding the world (Dreher and Mikulecky., 2000) Reading fluency strongly predicts reading comprehension (Fuchs et al., 2001). Decoding is translating print into speech by rapidly matching a letter or combination of letters

(graphemes) to their sounds (phonemes) and recognizing the patterns that make syllables and words. An area in the brain deals with language processing and does this process automatically. Decoding is essential because it is the foundation on which all other reading instruction builds. If learners cannot decode words, their reading will lack fluency, their vocabulary will be limited, and their reading comprehension will suffer. Teaching higher-level reading strategies to learners stuck at the word level could be more effective. They might as well be banging their heads against a wall.

In this study, Facebooking was used to answer the challenge of providing specific interventions and solutions that would address more systematically the poor reading performance of learners. Looking into how to help struggling learners improve their reading performance. This research investigated possible interventions that could assist not only the Grade VI learners of San Juan Central School but also the total populace of the school. This study served as a basis for using such interventions and other interventions that would address the poor reading performance of the learners.

Action Research Questions

This study aimed to determine the effectiveness of the Face-A-Book strategy in improving the reading performance, specifically in decoding words, vocabulary, concepts, and fluency of the Grade 6 learners of San Juan Central School, SDO Abra. It sought to answer the following questions:

1. What is the reading performance level of learners in their pretest and posttest scores?
2. Is there a significant difference in the reading performance level of the learners between their pretest and posttest scores?

H_0 : There is no significant difference in the reading performance level of the learners between their pretest and posttest scores.

Innovation, Intervention, and Strategy

The best way to teach children how to read is to invade their natural learning style. In this modern world, a teacher has an expanded role to teach and provide learning opportunities that support their physical, social, emotional, and cognitive development using Information and Communication Technology (ICT). Pupils spend more time holding their gadgets, playing online games, logging in to their Facebook accounts, browsing unnecessary posts, and uploading photos and statuses rather than upgrading their reading skills.

Facebook (FB) is the most popular social media worldwide. Popular activities on this social network include watching videos, liking content via buttons, reading articles, and sending messages on a one-on-one basis. Others can create multiple accounts and live with various personalities rather than master multiple reading strategies. They can even memorize sites such as Twitter, Instagram, LinkedIn, Pinterest, and Snapchat instantly rather than giving a set of contemporary or Filipino authors. The Pulse Asia survey has mentioned that the Philippines is considered a Facebook country (Macaraeg, 2021).

Nearly half, or 48%, of Filipino adults get political news from the Internet. Of this, 44% cited Facebook. These facts are just a glimpse of the actual scenario where our learners try to fit in. Filipino learners can take the road to a smarter Philippines through technology because their cognitive development is enhanced by being techy (Pagaragan, 2018). Many people utilize technology in many areas, including education (Wood et al., 2012). Yet, as observed, the learners use social media more for personal than educational purposes.

Frequently, almost all learners today spend more time holding their gadgets, playing online games, logging in to their Facebook accounts, and uploading photos and statuses rather than doing their homework and assigned tasks. Accordingly, one of the most influential social networking sites (SNS) is Facebook. In his review article in *Personality and Individual Differences* called "Why Do People Use Facebook?" Hofmann (2012) broke down

the site's appeal into two areas: the need to belong and the need for self-presentation.

Facebook, he says, satisfies both of those basic needs.

In addition, FB allows learners to connect with teachers and peers easily after class hours. Materials can be presented more vividly, which may engage learners more actively. It provides rich learning and teaching practices in informal learning contexts (Means, 2019). Through the built-in site of FB, multitasking is more pronounced among learners (Carrier et al., 2009). It allows faculty to shift the focus from content to process-based learning (Vogel & Klassen, 2001) and helps to "facilitate change from passive to active learning" (Horse & Lee, 2005).

As digitalization evolves, technologies help make it fairer, more peaceful, and more just. Digital advances can support and accelerate the achievement of each of the 17 Sustainable Development Goals –one of which is achieving universal literacy. Like generations before, the educational system has a choice to make in how to harness and manage new technologies (United Nations, 2020). Cascaded to the Abra Division, the Techy Abrenio was conceptualized to help every Abrenio Learner face the challenge of the digital world.

Face-A-Book Strategy

The researcher ideated the FACE-A-BOOK Strategy to empower learners' reading skills. It emphasized using their FB accounts, wherein learners can fully access various types of reading materials that are updated and suited to their levels of interest. According to Wills (2021), having a dedicated and comfortable reading site can influence learners to read and encourage them to spend more time on it. A quiet and private avenue could give those nervous to read around others the confidence to read alone.

Reading materials included compilations of short stories, both print and non-print. Readers who regularly read printed short stories increase their confidence and develop a more profound love of reading. Reading a short story might not be as daunting to a young reader who finds a long story format and thick novels unnerving to get through,

Comparing print and nonprint reading, current research suggests that reading online results in lower understanding and less critical reflection. For learners growing up in a digital world with all its advantages and distractions, reading practices have developed to deal with the online world and its consequences (Allicott, 2021).

The advent and development of technology had a direct impact on the teaching and learning process. Connectivism Learning Theory declares that students learn best if they are taught to navigate and create social networks via technology and use them to learn. Also, Cognitive Learning Theory encourages teachers to provide tools that help learners' brain process information. Reading digital media, therefore, is more challenging than print reading because of the navigation required to access the material, including clicking on hyperlinks and scrolling through text. Digital tools enable a personalized learning approach. Personalized Learning is designed to enable learners to learn at their own pace and revisit content and skills they have not yet fully mastered.

Face-A-Book Strategy Application






The learners spent time on their FB Accounts using their remedial and vacant periods. The respondents could read the posted stories at their own pace and at their convenience. It could be at home, during their free time, or when they had the chance to borrow the gadgets of their parents or siblings if they didn't have their own. For learners who didn't have gadgets, the researcher asked permission from the school ICT Coordinator to let them use the DepEd-issued tablets. It was good to note that the school had Wi-Fi, which they could connect to access the said sites.

Instead of browsing unnecessary Facebook posts, they were directed to visit the ***Let's face-a-book FB Group*** created by the researcher. Here, there were activities that they accomplished by clicking a specific link that redirected them to Google Forms; they were tasked to read 3 (three) short stories in a week. These were posted every Monday, Wednesday, and Friday. It lasted for 2 (two) months. They were expected to read twenty-four (24) short stories. After reading each posted short story, they were redirected to a link where they answered some comprehension questions.

Compared to traditional reading remedies, the Face-A-Book Strategy encouraged each learner to post their understanding in the comment section below each posted short story. It could be a comment, insights, or anything they got from what they have read. However, this part was optional. It was up to the respondent to comment or react to the posted story. The researcher monitored the status of each learner. She used emojis to react to their comments. Each emoji had corresponding points. This included heart, which is 5 points; wow, 4 points; like 3 points; care, 2 and sad, 1 point. This way, the learners were motivated and obliged to read the posted short stories. In a nutshell, they were then encouraged to stay in their FB account, where reading was the “ultimate” password.

Table 1

The scale used in Assessing the Posted Reactions of the Grade 6 Learners.

Emoji	Points	Descriptions
 Heart	5	The comment is accurate and highly admired.
 Wow	4	The comment is genuine and admired.
 Like	3	The comment is valid.
 Care	2	The comment is likely valid.
 Sad	1	The comment needs to be more satisfactory.

Action Research Methods

Research Design

This action research used a Quantitative Experimental design using one group pretest-posttest design. The one-group pretest-posttest design is a quasi-experiment in which the outcome of interest is measured twice before and once after exposing a non-random group of participants to a specific intervention/treatment (Choueiry, 2023). The whole group or Grade 6 class this SY 2022-2023 was subjected to intervention. The learners' performance levels in reading were measured before and after the implementation of the intervention.

Participants and Other Sources of Data and Information

Total enumeration was used for the study participants, including the 36 Grade 6 Learners of San Juan Central School. There were 17 boys and 19 girls that participated in this study. The learners were observed as struggling readers due to learning losses resulting from the pandemic.

Data Gathering Methods

There were 2 (two) sets of test questions prepared by the researcher. The researcher prepared a twenty (20) -item test on reading skills for the pretest and another 20-item post-test for the posttest. This was based on the Phil-IRI and the Grade 6 K-12 Curriculum and was validated by the School Principal, PSDS, and master teachers in the district.

Pretests were administered before the application of the research instrument Face-a-book Strategy for two (2) months during a remedial or vacant period during this Fourth Quarter. However, the respondents also read the posted stories at their own pace and convenience. It could be at home, during their free time, or when they had the chance to borrow the gadgets of their parents or siblings if they didn't have their own. Short stories were posted in the *Let's Face-a-book FB Group*. After reading the posted short stories, the learners commented in the comment section. The researcher monitored their comments regularly, and reactions were given by tagging proper emojis. Each emoji had corresponding points. In this way, they were encouraged and motivated to read. After this, a link was given

for them to click on, and they were directed to Google Forms to answer some comprehension questions. Their answers were automatically checked and tabulated. After two months, a posttest was administered.

Data Analysis

The Mean Percentage Score (MPS) was used to determine the performance of Grade 6 learners during Pretest and Posttest. T-test was used to determine the significant difference between the performance levels of the Grade 6 learners before and after using the Face-A-Book strategy,

Table 2

Reading Performance Level

Mean Percentage Score	Interpretation	Description
58% and below	Frustration	• The learner cannot decode words, vocabulary, and concepts, lacks fluency, and shows signs of difficulty and tension are evident.
59 – 79%	Instructional	• The learner can recognize the words in a text and can decode simple words only (CVC)
80% and above	Independent	• The learner can recognize the words in a text, read fluently, and comprehend.

Ethical Issues

The researcher practiced honesty in reporting data reports, results, methods, and procedures undertaken during the research period. Carefulness in record keeping of the research activities, such as collecting data and research design based on journals and other references, were observed. Openness in showing results, ideas, tools, and resources tasks open to criticism, and new ideas were required to improve the study. Confidentially, the researcher maintained and kept the pretest/posttest results. As stated by Levine Clark (2019), confidentiality means that individuals are free to give and withhold as much information as they wish to the person they choose. The researcher asked for consent from the parents of the respondents. She also conducted a conference with the parents to inform

them that their children were used as respondents. Also, the respondents were given minimal internet load so that it would not be a burden for them.

Discussion of Results and Reflection

Level of Proficiency of Learners

Table 3 shows the learners' reading proficiency level in the pretest and posttest. In the pretest, the participants' level of proficiency is "Frustration" with an overall MPS of 45%, which means the learners cannot decode words, vocabulary, and concepts; lack fluency; and show signs of difficulty and tension were evident while reading. Some learners could read, but some managed to read short CVC patterns and simple words only. Most had difficulty reading complex and lengthy words. Some stammered and could not attack the words instantly. As a result, they will stop reading and eventually guess the answers in the comprehension link. It was also observed that respondents prefer to read short stories on heroism, fables, and myths. The finding implies that the learners can read simple, lower-level stories and have difficulties reading the higher, complicated ones. The result agrees with Narang (2023) that many young readers need help with early reading competencies because the reading materials are not suited to their taste. They could be more exciting and engaging. If one doesn't enjoy what she is reading, it will be challenging to form or maintain the habit.

On the other hand, the learners' proficiency level in the posttest is "Instructional," shown by the overall mean of 69%, indicating that the learner can recognize the words in a text and decode simple words only (CVC). After using the intervention, the learners could read short stories of simple and easy-to-read words. They could attack these words immediately when visuals were shown to them. After reading the stories, the learners talked among themselves about what they had read, which means that they comprehended the story. Some parents observed that their kids were motivated to read using their gadgets, as shown in their eagerness to see what was posted by the researcher. When using printed materials, the parents usually have difficulty encouraging their children to read the material.

The teacher also observed this. The learners even told the researcher to post new stories again. The intervention also enhanced self-expression as the learners gave their comments and understanding of what they had read. Thus, new ideas and insights were drawn from them.

Moreover, respect and sharing among learners were noticed during the intervention. and peer teaching was evident—the learner who had personal gadgets and could explore social media assisted and coached their other classmates.

This means that the intervention, *Face-a-book*, was able to improve the performance of the learners in reading. The result agrees with the findings of Willis (2022) that social networking tools offer flexible and dynamic learning opportunities that are often more appealing and engaging than traditional learning arrangements. It was proven that a conducive and comfortable reading site plays a pivotal role in learners' motivation to read and encourages them to spend more time on it.

Indeed, Facebook can be a tool to enhance reading. It can also enrich communication between the teacher and the learners, promote collaboration, and develop their computer and language skills. Likewise, Facebook was well-suited for sharing discussions and thoughts about current events (Yungco, 2022). As shown in the comments in the comment box, the interaction between and among the respondents in this study was evident. Sharing of thoughts and feelings was observed.

Table 3*Reading Level of Proficiency of Learners*

<i>Learner</i>	<i>Pretest</i>			<i>Posttest</i>		
	<i>Score</i>	<i>MPS %</i>	<i>Description</i>	<i>Score</i>	<i>MPS %</i>	<i>Description</i>
1	12	60	Instructional	18	90	Independent
2	5	25	Frustration	6	30	Frustration
3	7	35	Frustration	10	50	Frustration
4	7	35	Frustration	8	40	Frustration
5	6	30	Frustration	10	50	Frustration
6	14	70	Instructional	19	95	Independent
7	15	75	Instructional	20	100	independent
8	14	70	Instructional	20	100	Independent
9	3	15	Frustration	9	45	Frustration
10	4	20	Frustration	7	35	Frustration
11	7	35	Frustration	13	65	Instructional
12	14	70	Instructional	19	95	Independent
13	5	25	Frustration	8	40	Frustration
14	14	70	Instructional	17	85	Independent
15	2	10	Frustration	8	40	Frustration
16	15	75	Instructional	18	90	Independent
17	10	50	Frustration	16	80	Independent
18	12	60	Instructional	19	95	Independent
19	6	30	Frustration	15	75	Instructional
20	2	10	Frustration	6	30	Frustration
21	12	60	Instructional	17	85	Independent
22	15	75	Instructional	20	100	Independent
23	4	20	Frustration	10	50	Frustration
24	6	30	Frustration	11	55	Frustration
25	16	80	Independent	20	100	Independent
26	12	60	Instructional	19	95	Independent
27	3	15	Frustration	9	45	Frustration
28	8	40	Frustration	15	75	Instructional
29	12	60	Instructional	18	90	Independent
30	6	30	Frustration	12	60	Instructional
31	11	55	Frustration	16	80	Independent
32	8	40	Frustration	13	65	Instructional
33	10	50	Frustration	16	80	Independent
34	3	15	Frustration	8	40	Frustration
35	18	90	Independent	20	100	Independent
36	4	20	Frustration	9	45	Frustration
Mean	9	45	Frustration	14	69	Instructional

Difference in the Level of Proficiency Between the Pretest and Posttest

The significant difference in the level of proficiency between the pretest and posttest is presented in Table 4. The result shows that the p-value is lower than .05, which indicates that the null hypothesis is rejected. There is a significant difference in the level of proficiency between the learners' pretest and posttest. This means that using the Intervention, *Face-a-book*, an online instruction, effectively enhances the performance of Grade 6 learners in reading. Wesseling (2012) cited in his study that learners use Facebook for various reasons and purposes. Some include learning, information-sharing like receiving and gathering ideas, problem-solving and sharing work, social purposes such as chatting and keeping in touch with friends and relatives, and gaming and relaxing purposes. Facebook is just one of the social networking tools that have changed how people access, manage, and exchange knowledge, as well as how they connect and interact. This change has led to the emergence of different learning styles, especially among young people. The need to belong and the need for self-presentation (Holfman, 2012) was the reason why people use Facebook.

In his State of the Nation Address (SONA, 2023), His Excellency Ferdinand R. Marcos Jr said that digitalization is not for the future but for today. Nobody wants to be left behind. As the world keeps changing, people should know how to press the right button, swipe the available improvement channels, and click the right key. The cognitive development of Filipino learners is developed. (Pagaragan, 2018). By being techy, they can take the road to a smarter Philippines. The findings from some studies have not favored that social networking sites positively impact an individual's life or even the whole community. Too much use of these would begin to interfere with their lives, wherein psychologists refer to this as social networking compulsion or addiction. There were some listed symptoms of being a social networking addict, and some of the most common are spending too many hours daily using it and losing sleep because of too much use of these sites. To some, they use these sites as an escape from the reality that is happening around them. (Wilson (2013) Knowing the symptoms would be easy for anyone, but trying to stop the addiction to using these sites would not be so easy because some people try to deny that they do have some

of the symptoms due to their need and want of using social networking sites in making their lives pass by day to day.

Similarly, Lauren Gelman, in her article "Benefits of Reading, Getting Smart, Thin, Happy," said a love of reading can protect our brain from Alzheimer's disease, slash stress levels, encourage positive thinking, and fortify friendships. These are some reasons why pupils should refrain from clinging to appreciating Facebook. Once it becomes a habit, it will gradually erode the importance of reading essential materials that will help develop their future. Instead, they will be oriented with word wars of various personalities and even aware of problems and conflicts not tailored to their innocence.

Table 4

Differences in the Pretest and Posttest Scores of the Learners

		Mean	t-computed	t-critical	p-value	Decision
Math	Pretest	8.94	-4.92	17.22	0.000	Reject the Null Hypothesis
	Posttest	13.86				

0.5 Level of Significance

Reflection

Learners learn better if teachers provide an avenue suited to their interests that is up to date with the trends of the time. The Facebook strategy brings back the reading interest of pupils. It helped empower pupils in their reading skills. So, the researcher wants to ignite her fellow educators to immerse themselves in their learners' world by embracing the new digital reality. As Ian Jukes (from Rethinking Education in a Digital Landscape) said, if teachers cannot relate if teachers cannot do it, then they will not be able to make schools relevant to the current and future needs of the digital generations. They should direct learners on the right path that they need to take because dealing with 21st-century learners is a real challenge. As Bill Gates once said, technology is just a tool. The teacher is still the most important in terms of getting the kids working together and motivating them.

The researcher underwent ups and downs during the conduct of this study. As a neophyte BERF grantee, the researcher needed more learning. It was disappointing to see that during the study, some respondents could not do their assigned tasks due to a lack of gadgets. So, they must wait for their turn to borrow the DepEd-issued tablets of the school. Even the personal cell phone of the researcher was used by the respondents.

It was also observed that some learners preferred to avoid stories on varied topics. Instead, they preferred to read stories about love and friendships. They also enjoyed the mystical world of mythologies.

During examination days, the respondents requested not to have this activity so they would have ample time for review. So, there were times when some stories were not posted as scheduled. The researcher considered such underlying prevailing factors.

In the future, if the researcher conducts the same study again, she will choose stories suited for a particular group or type of learners. Simple passages should be given to the severely struggling learners, while an advanced set should be given to the fast ones. It was observed during the study that a struggling reader respondent was very willing to read the short stories but could not decode any of the words. So, he just asked his classmate what the story was about and then clicked on the link provided. Again, he needed a translator to tick on the proper letter of the correct answer. One thing was proven in this scenario. If a learner is willing to learn, he finds remedies. This was where peer tutoring or a buddy system was done.

Another, there were times when there was a heavy downpour, and the internet connectivity was unstable. The researcher could not post the stories as scheduled. Thus, flexibility and rescheduling of the scheduled activity were the solution.

Completing this study was a mixed bed of water and roses. There were times that the researcher couldn't set the link, which made her stormed with lots of haws and whys by the respondents. But again, the problem was solved, and thankful that all was smoothed well.

As a BERF grantee, the researcher gained lots of learnings in completing this paper. There were sleepless nights, staying in a hot spot to get a signal and staring at a corner,

thinking about how to finish the proposal to the final report to make vivid interconnection of ideas. But then again, everything went well, and the endeavor was worth it.

Summary of Findings

Based on the results, the following findings were listed:

1. The level of reading performance in decoding words, vocabulary, concepts, and fluency of Grade 6 learners improved using the Face-a-book strategy from the “Frustration” level in the pretest to the “Instructional” level in the post-test.
2. There is a significant difference in the level of performance in the learners' reading between the pretest and posttest.

Conclusion and Recommendation

Conclusions

Based on the findings, the following conclusions were drawn:

1. Face-a-Book strategy improved the level of reading performance in decoding words, vocabulary, concepts, and fluency of Grade 6 learners.
2. The face-a-book strategy effectively improves reading performance in decoding words, vocabulary, concepts, and fluency of Grade 6 learners.

Recommendations

Cognizant of the conclusions, the following measures are recommended:

1. Teachers are encouraged to employ the Face-A-Book strategy and other similar social networking learner-centered strategies to enhance learners, achievement.
2. LAC session, collaborative focus group discussion (FGD) should be done to discuss and disseminate to the teachers the findings of using the Face-A-Book Strategy as an instructional tool in developing the love of reading among learners. It can also be shared through PTA meetings, INSET, and other conferences, such as research conferences or congresses. It is also recommended that this research be adopted in all grade levels in school.
3. Other researchers should be encouraged to conduct this study to prove its validity.

Action Plan

The researcher wants to share data and findings, including the research process and methodology, and any lessons gained within and beyond the academic community with restrictions on the protected data of participants. She plans to connect with others who share critical areas of research interest and who may enhance the research by providing new ideas and the usability of the study researchers and end users such as colleagues, teachers, learners, parents, stakeholders, and the school head. By doing so, she can contribute a body of work that creates depth in the field and allows faculty to be expert sources of research areas.

To make this possible for utilization, she will facilitate a collegial discussion or Learning Action Cell (LAC) session within the school or if there are invitations outside the school community, inform them of the procedures of the proposed innovation, the Face-A-Book in Teaching Reading. As for the dissemination, the researcher will create a plan template where she could use methods of sharing, whether face-to-face or online, for various audiences. For them to get information about the research, PPTs or slide shows will be prepared. For publication, she welcomes any opportunities in any DepEd or non-DepEd organizations that would qualify the value of the research. As for presentation, she also considers targeting wider audiences in the division, national, or international context.

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Financial Report

A. Supplies and Materials						
Activity	Item	Unit	Quantity	Estimated Cost	Total	Actual Cost
Implementation of the study and Preparation of Research Papers, Instructional Materials/Worksheets, and other documents	A4 Bond Paper	ream	10	250.00	2,500.00	2,500.00
	Printer Ink Black	bottle	5	300.00	1,500.00	1,500.00
	Printer Ink Cyan	bottle	2	300.00	600.00	600.00
	Printer Ink Magenta	bottle	2	300.00	600.00	600.00
	Printer Ink Yellow	bottle	2	300.00	600.00	600.00
	Ballpen	pc	72	15.00	1,080.00	1,080.00
	Pencil	pc	72	15.00	1,080.00	1,080.00
	Notebook	pc	36	25.00	900.00	900.00
B. Domestic Travel Expenses						
Submission of deliverables- First Tranche with wet signatures	Courier			300.00	300.00	300.00
C. Food and other incurred expenses during the conduct of research						
Validation of Instruments	Meals and snacks		5	500	2,500.00	2,500.00
Implementation of the Intervention	Snacks of Learners/Participants	pax	36	100	3,600.00	3,600.00
D. Reproduction, Printing, and Binding Cost						
E. Communication Expenses for the Implementation / Conduct of the Study						
Implementation of the study - Data Gathering /Collection, Preparation, and submission of research papers and other documents	Internet Load of Learners/participants	card	36	100.00	3,600.00	3,600.00
	Phone/Internet Load of the proponent	card	6	1,000.00	6,000.00	6,000.00
F. Other Expenses						
					24,860.00	24,860.00

Prepared by:

MARISSA R. GUMIDAM

Research Grantee