

PAG-UKOD MAGBASA: A BICOL-DARAGA EARLY READING INTERVENTION PROGRAM FOR READERS-AT-RISK

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ABSTRACT. A child acquires literacy skills in the early grades and the inability to master these skills could put a child at-risk of reading failure. An early reading intervention (ERI) in the mother tongue could help address the needs of readers-at-risk. This mixed qualitative-quantitative multiple case study involved an investigation of the effects of an ERI program in *Daragnon* named *Pag-ukod Magbasa* (PM) on the literacy performance of readers-at-risk in terms of letter knowledge, phonemic awareness, word recognition, and listening comprehension skills. The participants were four Grade 1 Bicolano readers-at-risk who underwent a 10-week ERI program conducted in the *Daragnon* language. Pre-test and posttest were done and a weekly reading-writing portfolio for each participant was compiled to monitor their progress throughout the program. Based on the findings of this study, it can be concluded that the *Pag-ukod Magbasa* (PM) is an effective early reading intervention program for Bicolano Grade 1 readers-at-risk.

Keywords: *reader-at-risk, early reading intervention, mother tongue, literacy performance*

INTRODUCTION

Every reader is a future achiever. However, the reaction is different for a child who struggles with reading and turns away from literacy experiences because of frustration and a sense of failure (Caldwell & Leslie, 2009). Any student who requires extra support to learn to read is at-risk (Bursuck & Damer, 2007). There is a growing body of evidence indicating that reading failure in the early grades is preventable, provided that readers-at-risk are in an intervention program (Fernandez, 2005). In the Philippines, Santos (2007) designed the Catch Them Early Program (CTE) based on Marie Clay's Reading Recovery Program for the Filipino child entering Grade 1 or Grade 2 and identified as a child-at-risk. Based on current research, providing children with an opportunity to learn in a language they understand—starting on the first day of school—confers significant advantages for the education system, teachers, parents, and students (Pflepsen, 2011). Mother tongue-based multilingual education (MTB-MLE) is the government's banner program for education as a salient part of the implementation of the K to 12 Basic Education Program (Department of Education, 2013).

In the Bicol region where diverse languages exist especially in the province of Albay, it is important to consider the role of the mother tongue as the medium of instruction in helping readers-at-risk.

The *Daragnon* language is one of the languages with the least development since the implementation of MTB-MLE in the province because of its marked difference from the Bicol Central language (C. Barcelona, personal communication, June 6, 2016). Consequently, this study aimed to explore the effects of an early reading intervention program in *Daragnon* named *Pag-ukod Magbasa* (PM) which means "learn to read". It implies eagerness for the students to learn to read in their own mother tongue with confidence and pride.

Literacy Skills of Primary Learners

Reading requires the mastery, integration and application of numerous skills and knowledge (Brown, 2014). Firstly, it was found that letter name knowledge is a unique predictor of first-grade reading achievement (Stage et al., 2001 as cited in Cooter & Reutzel, 2012). Next, phonemic awareness is considered a prerequisite to learning to read by many professionals in the field of education (Scott, 2009). Another skill is effortless word recognition which is considered a hallmark of fluent reading (Fox, 2008). Lastly, Villalba, (2013) stated listening comprehension as an important aspect of early literacy since it lays the foundation for the development of reading comprehension which is the ultimate outcome of having read and the most important ongoing activity of reading (Hermosa, 2002).

In their Simple View of Reading (SVR) Gough and Tuner (1986) and Hoover and Gough (1990) suggest that reading comprehension is the product of efficient decoding ability and language comprehension (as cited in Georgiou et al., 2016). From this perspective, the abovementioned literacy skills of primary learners namely letter knowledge, phonemic awareness, word recognition, and listening comprehension are some of the basic skills that children need to master to become independent readers. These literacy skills are anchored on the SVR theory wherein letter knowledge and phonemic awareness are under the decoding component and listening comprehension is under the comprehension component while word recognition is both under the two said components. Failure to learn these basic skills could lead to reading difficulties that might also put children at risk of reading failure.

Reader-At-Risk

Becoming a proficient reader is one of the most important skills expected from a student who enters school. According to Georgiou et al., (2016), a skilled reader who can decode and comprehend written language is an important prerequisite for full participation in the modern society. The high regard for reading proficiency in school magnifies the need to develop the basic skills in reading for first graders. Hiebert and Taylor (1994) opine that almost all children can learn to read in the first grade. Contrary to this opinion, however, there are a large number of children who enter school with low levels of literacy. According to Santos (2007), after one year of formal instruction in preschool or Grade 1, the lowest performing child in the class is a child-at-risk, at risk of failure to learn to read. Furthermore, Lennon and Slesinski (1999) defined the phrase “at risk” as referring to students who fall behind their classmates early in the process of learning to read (as cited in Lipsey, 2009). Digo (2012) also defined a reader-at-risk as a young reader experiencing reading difficulties which hinder his/her learning to read or at least to learn it at an average pace.

Early Reading Intervention

Educators have tried to bridge the literacy gap between readers-at-risk and typically developing peers. The best course of action is to identify children as early as possible and provide them with the supports

they need to prevent reading problems in the first place (Bursuck & Damer, 2007). In achieving this goal, various approaches have been used yet an early reading intervention (ERI) remains as a top consideration to alleviate the problem. Interventions should begin early enough to get children off to the right start in reading (Hiebert & Taylor, 1994). Intervention for young readers refers to any additional actions undertaken by a class teacher or other instructor in the first three years of schooling to overcome reading difficulties after the regular class program has been delivered to the class by the classroom teacher (Madelaine et al., 2011). Santos (2007) specifically defined ERI as the supplementary support given to a child-at-risk, early in his/her schooling, before his/her difficulties in learning to read become permanent. The intervention may occur in or out of the classroom setting, but the defining characteristics include a structure or series of activities based on the individual needs of a student (Caldwell & Leslie, 2009). An increasing number of studies that highlight the effectiveness of an ERI in helping readers-at-risk were done both in the Philippines and around the world (Fernandez, 2005; Douëttil & Lange, 2007; Cartledge & Rao, 2007; Carroll et al., 2008; Cartledge et al., 2009; Alonso, 2012; Digo, 2012; Kaiser, et al., 2015).

Santos (2007) designed an ERI program for the Filipino child entering Grade 1 or 2 and identified as a child-at-risk based on Marie Clay’s Reading Recovery program. This program is known as Catch Them Early (CTE). It aims to help the Filipino child-at-risk develop phonemic awareness, strategies of word identification, oral reading fluency, and the ability to read and write independently. It may be conducted in English or Filipino, whichever is the language in which the child is expected to read (p. 10). Not all children in the Philippines have English or Filipino as the language in which they are expected to read, though. The Mother Tongue-Based Multilingual Education assures that the needs and capabilities of children who have first languages other than the aforementioned two are given due consideration. Any ERI should likewise take language diversity of students into account.

Mother Tongue-Based Multilingual Education

The Philippines is a linguistically diverse country. It has 187 individual languages and 183 of

these are living and four are extinct (Ethnologue: Languages of the World, 2016). Dekker and Walter (2011) observed that as researchers have sharpened their focus on the reasons for educational failure, language has begun to emerge as a significant variable in producing gains in educational efficiency. For the past few years, the implementation of the mother tongue-based multilingual education (MTB-MLE) seeks to address this academic situation. Mother tongue refers to the child's first language, the language s/he knows best, and the child's language at home (Department of Education, 2013). In addition, Ball (2010) defines it as (1) the language(s) that one has learned first; (2) the language(s) one identifies with or is identified as a native speaker of by others; (3) the language(s) one knows best; and (4) the language(s) one uses most. The MTB-MLE policy was piloted in SY 2010-2011 and the full program was implemented in SY 2012-2013 with 12 mother tongues. Another seven were added in 2013 (Digo et. al., 2014). According to the Department of Education, there are currently 19 official mother tongues, eight of which are lingua francas: Bikol, Hiligaynon, Iloko, Kapampangan, Pangasinan, Sinugbuanong Bisaya, Tagalog, and Waray. The remaining 11 are local languages: Akeanon, Bahana Sug, Chavacano, Ibanag, Ivatan, Kinaray-a, Maguindanaon, Meranao, Sambal, Surigaonon, and Yakan (Metila, Pradilla, & Williams, 2013). The Department of Education (2013) defined mother tongue-based multilingual education (MTB-MLE) as:

...education, formal or non - formal, in which the learner's mother tongue and additional languages are used in the classroom. Learners begin their education in the language they understand best - their mother tongue - and develop a strong foundation in their mother language before adding additional languages (p. 1).

Daragnon Language

The Bicol language is one of the most diverse languages in the Philippines due to migration and the isolation of people in certain areas (Beringuela, 2015). Despite its diversity, the Bicolanos can communicate with one another using the Bicol Central language which has huge similarities with the Bicol-Naga language in Camarines Sur province (*see Appendix 1 for the Linguistic Map of Bicol Region*). In the

province of Albay, the first district, some parts of the second district, and its capital, Legazpi City use the said language. This resemblance brought a lot of advantages to its speakers in Albay. However, it posed challenges to the other languages spoken in the province like the *Daragnon* language. It is one of the varied languages in the remaining parts of the second district and third district of the province (C. Barcelona, personal communication, June 6, 2016).

The *Daragnon* language in Daraga has the same working orthography as the *Camaligon* language in Camalig and the *Guinobatan* language in Guinobatan. According to Camalig, Guinobatan, & Daraga District Educators (2016), the *ABAKADANG Daragnon* consists of 20 symbols/letters. It has five vowels (patanog): Aa, Ii, Oo, Uu, and Uu and 15 consonants (katanog): Bb, Kk, Dd, Gg, Ll, Mm, Nn, Ng ng, Pp, Rr, Ss, Tt, Ww, Yy, and % (glottal stop) (Camalig, Guinobatan, & Daraga District Educators, 2016). Amidst all the challenges, the implementation of MTB-MLE in Daraga continues to bridge the gap between the learning needs of the students and the available resources in the province.

Some ERI programs in other parts of the world utilized the first language of readers-at-risk to maximize their learning experiences and deeply address their unique needs (Cardenas-Hagan et al., 2006; Anderson & Wang 2010; Baker et al., 2012; Bason & Le Cordeur, 2013; Brombacher et al., 2017). This study investigated the effects of an ERI program in *Daragnon* named *Pag-ukod Magbasa* (PM) Program on the literacy performance of Grade one readers-at-risk. Specifically, it sought to answer this question:

What are the effects of an early reading intervention program in *Daragnon* on the literacy performance of grade one readers-at-risk, in terms of:

- a. letter knowledge
- b. phonemic awareness
- c. word recognition, and
- d. listening comprehension

METHODOLOGY

Research Design

For this study, a mixed qualitative-quantitative and multiple case study design was employed where Grade 1 Bicolano readers-at-risk students underwent an individualized ERI program in

Daragnon named *Pag-ukod Magbasa* (PM) Program. Assessment tools that measure letter knowledge, phonemic awareness, word recognition, and listening comprehension skills were administered to the same participants individually before and after the PM Program. The researcher also compared the scores of the participants in the pre-test and posttest to determine the effectiveness of the program and used a reading-writing portfolio to monitor the progress of the participants throughout the program.

Research Locale

It was conducted in a public elementary school located in Daraga, Albay because there are more students in public schools which represent the general population of the students in the country. The studies of Fernandez (2005), Anderson and Wang (2010), Alonso (2012) and Digo (2012) were also conducted in public schools. The school's enrolment was 457 students in Kindergarten through Grade 6 for SY 2016-2017. On the same school year, there were 43 non-readers out of 267 pupils from Grades 3-5 (G. Mapa, personal communication, June 20, 2016). There were two classrooms for the Grade 1 level with an average of 45 students per classroom and each class had one teacher/adviser. All of the students speak the *Daragnon* language as their mother tongue or first language. Of the students for Grade 1, about 40% were considered as needing assistance in reading based on their literacy performance in the classroom during the first and second grading periods (H. Perdigon, personal communication, July 25, 2016).

Participants

Four Grade 1 Bicolano students from a public elementary school in Daraga, Albay participated in the study. The choice of the participants was based on Fernandez's (2005) study who likewise worked with a student-teacher ratio of 4:1 for his case study to ensure the effectiveness of an ERI. Moreover, studies of Cardenas-Hagan et al., (2006), Douëttil and Lange (2007), Anderson and Wang (2010), Alonso (2012), Baker et al., (2012), and Kaiser et al., (2015) also worked with Grade 1 students. The participants were chosen based on two criteria: low performance in class after one year of formal reading instruction in Kindergarten class (Clay, 1989; Santos, 2007; Anderson & Wang, 2010) and recommendation by their teacher based on their low school grades

(Cartledge & Rao, 2007; Anderson & Wang, 2010; Kaiser et al., 2015). These participants belonged to either of these three groups in class: a) those who could not name letters; b) those who could write/copy letters but could not name them; and c) those who could name the letters but could not give their sounds (H. Perdigon, personal communication, July 25, 2016).

Instruments

The instruments were divided into those that were used to get information about the participants (family background, school background, and interests) and those that were used to gather data from the participants' literacy performance. The interview and home visit were conducted a week before the implementation of the program.

The study used adapted instruments to measure the literacy performance of the participants in each specific literacy skill. The Catch Them Early (CTE) assessment tool on mastery of the alphabet (Santos, 2007) was adapted. The test has three parts namely naming and sounding letters, matching upper and lowercase letters, and writing upper and lowercase letters. The researcher followed the sequence of letters in the *Daragnon* alphabet for the *Pag-ukod Magbasa* (PM) test. Next, she adapted the Catch Them Early (CTE) assessment tool on phonemic awareness (Santos, 2007). The CTE test consists of 12 sentences while the PM test consists of 10 pictures and the items in each test are sequenced so that they are of increasing difficulty. In the same manner, while the sentences from the CTE test are given at the end of each week of intervention to monitor individual progress, in the PM test, it is the other pictures that are used to track student progress. In the CTE test, the test administrator reads the sentences and the students write down the letters of the sounds they hear, while in the PM test, the test administrator says the name of each picture and the students write down the letters of the sounds they hear. The researcher also adapted the word recognition test developed by Ocampo (2002) for her study. The test consists of 20 words of increasing difficulty. The one developed by Ocampo (2002) used Filipino words while the word recognition test for PM utilized *Daragnon* words. Lastly, the researcher adapted the listening comprehension test developed by Ocampo (2002) for her study. The test has two components: use of pictures and orally presented passages. She modified the questions for the two components to

measure deeper listening comprehension skills. The questions about the pictures were open-ended while the questions about the passages were in multiple choice format. An observation log was used to gather data about the participants' literacy performance every session. This log revealed the participants' improvement or need in every literacy skill.

Data Collection Procedure

The instruments were done first in the preparatory phase of data collection. Then, an MTB-MLE coordinator of Daraga North District and a retired UP College of Education professor of Teaching in the Early Grades (K-2) who is a Bicolano validated these instruments. Second, the researcher obtained permissions from the principal of the target school and from the parents of the participants in the study. When the school and the parents gave their permission, she implemented the pilot study. After the test revisions, the validators approved all the tests for implementation. Next, she made a collection of narrative texts for the entire PM program that differed in terms of topics and were anchored on *Daragon* context. The use of local language often leads to inclusion of more local content in the program which makes the educational experience of greater relevance to the participants (UNESCO Bangkok, 2007). The texts were simple as well so the participants will be able to read successfully (Pikulski, 1994; Caldwell & Leslie, 2008).

The second phase of the data gathering started when the researcher administered the pre-test on letter knowledge, phonemic awareness, word recognition, and listening comprehension. Each testing session took an hour and all the participants completed the test. She followed it up with the interview of the parents/guardians and home visit to gather personal information about each participant's family background, school performance, and interests. Then, she started the one-on-one intervention for 20 sessions and two days in a week as adapted from the Fernandez (2005), Digo (2012), and Cartledge et al., (2009) studies. It was over a span of 10 weeks that Fernandez (2005) and Kaiser et al., (2015) implemented their studies. Each session lasted for an hour. This is similar to the studies done by Anderson and Wang (2010), Alonso (2012), Digo (2012), and Kaiser et al., (2015). Being an early grades literacy teacher, the researcher served as the teacher

throughout the PM program because professionally prepared, accomplished teachers are the mainstay of successful ERI programs (Pikulski, 1994). Being a native speaker of the language is also one of the considerations in assigning teaching posts in MTB-MLE (C. Barcelona, personal communication, June 6, 2016). Below was the modified daily schedule of activities as adapted from the Catch Them Early program (Santos, 2007):

- a. Listening to a Participant's Choice (5 mins)
 - b. Listening to Yesterday's New Book (5 mins)
 - c. Letter Knowledge and Phonemic Awareness Activities (15 mins)
 - d. Word Recognition Activity (15 mins)
 - e. Listening to a New Book (20 mins)
- (See Appendix 2 for the sample lesson plan)

Data Analysis Procedure

The researcher compared the pre-test and posttest scores of each student for each literacy domain. An increase in the posttest scores relative to pre-test scores highlight each participant's progress in each of the following literacy domains: letter knowledge, phonemic awareness, word recognition, and listening comprehension. She also made use of video recording and observation log every session to closely monitor the progress of each participant. For letter knowledge, she recorded the letters learned by the participants every week and the previously taught letters that needed to be recalled and reviewed. Next, she recorded the results of the weekly phonemic awareness test. Then, she recorded the different set of words that the participants were able to read each week and the types of words that each participant was able to read with and/or without assistance in terms of length and letter composition. Lastly, for the listening comprehension skill, she recorded each participant's answer to every question during and after listening to a new story. Every session, she also looked at their finished works in the engagement activities and their general behavior in each component of the program. She put together a reading-writing portfolio which showed the progress and increasing level of skills of the participants from the beginning, middle, and end of the program. This narrative highlighted sample works of the participants from their letter knowledge exercises, weekly phonemic awareness tests, word

recognition outputs, and listening comprehension activities.

DISCUSSION AND ANALYSIS OF DATA

We classified the participants as readers-at-risk based on their low literacy skills and very low pre-test scores. The pre-test results showed lower than 50% over-all score for each participant. Their case studies are presented below.

Ana

Ana showed progress in her assessment results especially in the letter knowledge and word recognition tests. She was able to give all the letter names and sounds and read all the given words in her posttest despite her zero-baseline knowledge on the said skills. From not being able to identify any letter name or letter sound prior to intervention, she was able

to identify all the letter names and sounds in the letter knowledge test at the end of the program. In the same manner, from being unable to recognize any given word before the intervention, she was able to read all the words in the word recognition test after the intervention. She was also able to improve her skills in letter matching and writing, phonemic awareness, and listening comprehension. She became more confident answering open-ended questions especially inferential questions though she still needed guidance to note details from a short story. This resonates with Barcelona’s (2016) observation that having contextualized stories, makes learners more involved and interactive in the learning process. It is worth noting that by the end of the intervention period, Ana found inferential questions easier to respond to than those which necessitated the recall of story details. *See Table 1 showing Ana’s over-all pre-test and posttest results.*

Table 1: *Ana’s Pre-test and Posttest Results*

Test	Pre-Test	Posttest	Improved?
1. Letter Knowledge Test			
<i>a. Names (Uppercase)</i>	0/19	19/19	Yes
<i>b. Names (Lowercase)</i>	0/19	19/19	Yes
<i>c. Sounds (Uppercase)</i>	0/19	19/19	Yes
<i>d. Sounds (Lowercase)</i>	0/19	19/19	Yes
<i>e. Matching</i>	12/19	19/19	Yes
<i>f. Writing (Uppercase)</i>	4/19	16/19	Yes
<i>g. Writing (Lowercase)</i>	1/19	18/19	Yes
2. Phonemic Awareness Test	11/18	18/18	Yes
3. Word Recognition Test	0/20	20/20	Yes
4. Listening Comprehension Test	11/15	13/15	Yes

Egi

Egi displayed a noticeable progress in his post assessment results especially in letter knowledge, phonemic awareness, and word recognition tests. He was able to give all the letter names and sounds, identify all the given phonemes, and read all the given words in his posttest despite his low baseline knowledge in the said skills. His improved skill in letter sound identification equally improved his skill in word recognition. He was also able to improve his

skills on letter matching and writing and listening comprehension. He was able to answer questions spontaneously which showed his increased confidence throughout the entire program. Indeed, speaking the mother tongue increases the self-confidence and thinking skills and allows readers some freedom of speech (Ozfidan, 2017). In addition, he only missed one out of the 15 questions in his posttest in multiple choice questions about making inference. *See Table 2 showing Egi’s over-all pre-test and posttest results.*

Table 2: *Egi’s Pre-test and Posttest Results*

Test	Pre-Test	Posttest	Improved?
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1. Letter Knowledge Test			
<i>a. Names (Uppercase)</i>	7/19	19/19	Yes
<i>b. Names (Lowercase)</i>	1/19	19/19	Yes
<i>c. Sounds (Uppercase)</i>	5/19	19/19	Yes
<i>d. Sounds (Lowercase)</i>	0/19	19/19	Yes
<i>e. Matching</i>	11/19	19/19	Yes
<i>f. Writing (Uppercase)</i>	11/19	18/19	Yes
<i>g. Writing (Lowercase)</i>	6/19	17/19	Yes
2. Phonemic Awareness Test	2/18	18/18	Yes
3. Word Recognition Test	0/20	20/20	Yes
4. Listening Comprehension Test	11/15	14/15	Yes

Jio

Jio exhibited much progress in his assessment results especially in the phonemic awareness and word recognition tests. He was able to identify all the given phonemes and read all the given words in his posttest despite his low baseline knowledge on the said skills. He was also able to improve his skills in giving the name and sound of letters and writing of letters, and showed the same level of skill in matching big and small letters. His listening comprehension likewise improved as the

intervention progressed. He became comfortable when answering questions such as integrative and evaluative questions as observed in his confidence when sharing his thoughts. This resonates with the idea put forward by the Department of Education (2013) that engaging students in a discussion of what is already familiar to them using the home language and culture enables better learning. In his posttest, Jio was also able to answer all the 15 listening comprehension questions correctly. *See Table 3 showing Jio's over-all pre-test and posttest results.*

Table 3: *Jio's Pre-test and Posttest Results*

Test	Pre-Test	Posttest	Improved?
1. Letter Knowledge Test			
<i>a. Names (Uppercase)</i>	12/19	19/19	Yes
<i>b. Names (Lowercase)</i>	6/19	19/19	Yes
<i>c. Sounds (Uppercase)</i>	10/19	19/19	Yes
<i>d. Sounds (Lowercase)</i>	5/19	19/19	Yes
<i>e. Matching</i>	19/19	19/19	No
<i>f. Writing (Uppercase)</i>	8/19	18/19	Yes
<i>g. Writing (Lowercase)</i>	8/19	18/19	Yes
2. Phonemic Awareness Test	4/18	18/18	Yes
3. Word Recognition Test	2/20	20/20	Yes
4. Listening Comprehension Test	12/15	15/15	Yes

Xia

Xia showed progress on her assessment results especially on letter knowledge, phonemic awareness, word recognition, and listening comprehension tests. She was able to give more than half of the letter names and sounds, identify almost all the phonemes, read more than half of the given words, and answer all the listening comprehension questions correctly in her posttest despite her low baseline knowledge on the said skills. She showed the most

improvement in lowercase letter name and sound identification and phonemic awareness on her posttest compared to her score during pre-test. She was also able to improve her skills on letter matching and writing. For her listening comprehension skill, it took her a few sessions to answer questions after listening to a new book because she had a hard time adjusting to the ERI setup. As the weeks progressed, she appeared to be more open and confident which developed her listening comprehension skills. This

appears to echo Metila’s (2014) observation that the use of the mother tongue when discussing answers with teachers and classmates make students fully

engaged in the lesson. *See Table 4 showing Xia’s overall pre-test and posttest results.*

Table 4: *Xia’s Pre-test and Posttest Results*

Test	Pre-Test	Posttest	Improved?
1. Letter Knowledge Test			
<i>a. Names (Uppercase)</i>	0/19	11/19	Yes
<i>b. Names (Lowercase)</i>	0/19	16/19	Yes
<i>c. Sounds (Uppercase)</i>	0/19	14/19	Yes
<i>d. Sounds (Lowercase)</i>	0/19	16/19	Yes
<i>e. Matching</i>	8/19	19/19	Yes
<i>f. Writing (Uppercase)</i>	11/19	16/19	Yes
<i>g. Writing (Lowercase)</i>	10/19	13/19	Yes
2. Phonemic Awareness Test	0/18	15/18	Yes
3. Word Recognition Test	0/20	14/20	Yes
4. Listening Comprehension Test	4/15	15/15	Yes

Summary

Looking at all the participants, Jio demonstrated the highest posttest scores possibly because he also had the highest baseline knowledge. Xia manifested the lowest posttest-pre-test mark up yet she made a lot of progress on her own at the end of the PM program. Ana and Egi likewise showed marked improvement at the end of the program. Overall, the research has shown that *Pag-ukod Magbasa* (PM) Program improved the literacy performance of the participants specifically their letter knowledge, phonemic awareness, word recognition, and listening comprehension skills. The combination of these early literacy skills under the two components (decoding and comprehension) of the Simple View of Reading contributed highly to the reading success of readers-at-risk (Braze et al., 2016). These findings were in consonance with other local studies that obtained the same results (Fernandez, 2005; Alonso, 2012; Digo, 2012). The use of their own mother tongue as the medium of instruction seems to have played a huge part in their reading progress. There is also general agreement in the literature that early reading skills taught in the mother tongue to readers-at-risk helped them to escape reading failure (Cardenas-Hagan et al., 2006; Anderson & Wang 2010; Baker et al., 2012; Bason and Le Cordeur, 2013; Brombacher et al., 2017). Thus, the potential reward of mother tongue instruction is the achievement of higher outcomes by children because they are learning

in a language that is familiar to them (Assessment Curriculum and Technology Research Centre, 2015).

CONCLUSION

All the four participants manifested zero to low baseline knowledge on their letter knowledge, phonemic awareness, word recognition, and listening comprehension skills before the PM program. After the program, the findings indicate that the ERI had a positive effect on the reading skills of the participants. The results showed that the readers-at-risk improved in their literacy skills as indicated by the difference between the pre-test and posttest scores. The weekly reading-writing portfolio of the participants throughout the program also displayed their steady development from having very little knowledge of letter names and sounds to reading words, phrases, and sentences. This sufficiently answered the research question and showed the program to be effective in improving the *Daragnon* letter knowledge, phonemic awareness, word recognition, and listening comprehension skills of *Daragnon*-speaking Grade 1 readers-at-risk.

RECOMMENDATIONS

The researcher advises that teachers assess students who enter school with low literacy skills early on in their first grade to reduce the incidence of reading failure in subsequent grades. Assessing

students and linking the assessment results to ERI becomes an essential element of effective instruction. She also suggests that trainings and seminars in conducting ERIs in Bicol mother tongues be provided in public schools in Albay. The *Pag-ukod Magbasa* (PM) Program implemented in one of the elementary schools in Daraga can be conducted in other elementary schools in Daraga to validate the effectiveness of the Program. She recommends as well that more studies be conducted about the literacy performance and reading skills of Filipino students across different provinces in the country. She also advises that more early reading intervention programs be designed for Filipino students with different mother

tongues. Assessment materials and books written in the mother tongue may also be produced to increase access of readers-at-risk to developmentally appropriate materials. She likewise suggests that if the PM program is to be replicated in other provinces in the country, she recommends that more validators would look at the same features of the materials and assessment tools and hopefully, establish interrater reliability. The number of participants and duration of the intervention can also be modified depending on the features of the program. An affective variable can also be added to further understand the needs of the participants.

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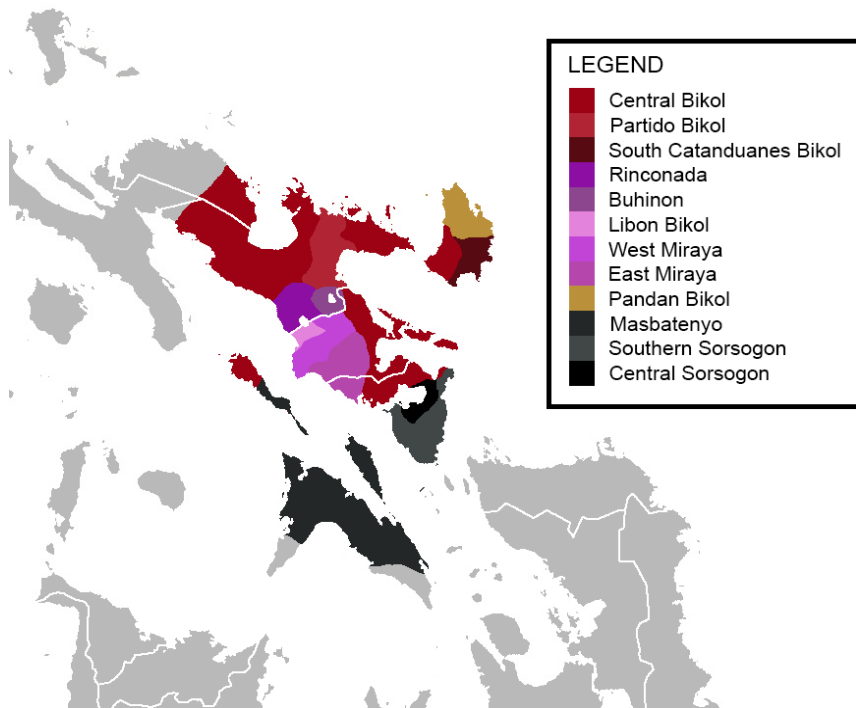
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APPENDICES:

Appendix 1: Linguistic Map of Bicol Region



(commons.wikimedia.org, 2015)

Appendix 2: Sample Lesson Plan (Session 10)

I. Objectives

- a. To recall the name and sound of letters Aa, Nn, Ii, Kk, Uu, Ss, Oo, Mm, and Gg
- b. To name letter Rr
- c. To give the sound of letter Rr
- d. To write letter Rr
- e. To enumerate words that begin with letter Rr
- f. To read and write words that are formed by the letters a, n, i, k, u, s, o, m, g, and r
- g. To note the details of a story
- h. To make inferences in a story
- i. To evaluate the character's thoughts and actions in a story
- j. To associate oneself with the character's thoughts and actions in a story

II. Materials

Sand paper, play dough, box, plastic cups, PPT presentation, paper, and pencil

III. Procedure

A. Reading the Child's Choice

Pipili ng kuwentong gustong basahin mula sa mga kuwentong dating nabasa.

- “An Ani ni Ama”
- “An manga Tinda sa Nigo”
- “Inunga si Ina”
- “Nagkiki si Kara”
- “An Ukay dangan Urig”
- “An Susi ni Sisa”
- “Mata na, Oka!”
- “An Mamundong Manok”

B. Second Reading of Yesterday’s New Book:

Muling babasahin ang kuwentong “Gutom na si Gani” at muling tatanungin ang pangalan at tunog ng mga letrang Aa, Nn Ii, Kk, Uu, Ss, Oo, Mm, at Gg.

C. Letter Knowledge and Phonemic Awareness Activities

Ipakita ang letrang Rr na gawa sa papel de liha at ipadama ito gamit ang kamay ng mag-aaral habang ipinapakilala ang pangalan at tunog nito.

Ngayong araw, makikilala natin ang letrang Rr, ang tunog nito, at mga salitang nagsisimula dito. Ang malaki at maliit na letrang Rr ay may parehong tunog kahit magkaiba ang kanilang itsura. Ang tunog nito ay Rrrrrr.

Pagkatapos, isusulat sa hangin, palad, at iba pa ng mag-aaral ang letrang Rr habang sinasabi ang tunog nito. Bibigyan din siya ng play dough para gawin ang letrang Rr habang sinasabi ang tunog nito.






Magpapakita rin ang guro ng limang larawan at salita na nagsisimula sa letrang Rr sa pamamagitan ng isang kuwento.

“**Rigos** (ligo) na!” Pinapaligo na ako ni Nanay kasi mamamasyal kami ngayon. Pumunta kami sa mall. May mga sorpresang **rigalo** (regalo) sa amin si Tatay. Binigyan niya ng **rosas** si Nanay. Binigyan naman niya ako ng bagong **rilo** (relo). Tuwang-tuwa ako sa regalo niya dahil **raut** (sira) na ang dati kong relo. Ang saya talaga mamasyal kasama sina Nanay at Tatay!

Pagkatapos, magbibigay ang guro ng mga tanong kung saan ang mga sagot ay ang mga salitang nagsisimula sa Rr.

1. *Ano na ang pinapagawa ng nanay sa anak niya? **Rigos***
2. *Ano ang sorpresa ni Tatay kay Nanay at sa anak niya? **Rigalo***
3. *Ano ang regalo niya kay Nanay? **Rosas***
4. *Ano ang regalo niya sa anak? **Rilo***
5. *Bakit tuwang-tuwa ang anak sa regalo sa kanyang relo? **Raut** na dating relo*

Sa bawat sagot na binigay ng mag-aaral ay magtatanong ang guro kung ano ang napansin nito sa unang tunog ng salita. Muling sasabihin ng guro ang salita habang binibigyang diin ang unang tunog nito na Rr.

				
rigos (ligo)	rigalo (regalo)	Rosas	rilo (relo)	raut (sira)


Maaari rin magbigay ang mag-aaral ng iba pang mga halimbawa ng salitang nagsisimula sa letrang Rr. Maaari rin magbigay ng mga mapagpipilian tulad ng ruler o gatas at restawran o mais.

Bibigyan ng guro ang mag-aaral ng activity sheet kung saan isusulat nito ang nawawalang letrang Rr sa bawat salita.

1.  __ igos

2.  __ igalo











3.  __ osas

4.  __ ilo

5.  __ aut

Pagkatapos, magpapakita ang guro ng sampung larawan na nagsisimula at hindi nagsisimula sa letrang Rr. Papangalanan ng guro ang bawat larawan at uulitin ito ng mga mag-aaral sa ikalawang beses. Pipiliin ng mag-aaral ang pitong larawan na nagsisimula sa letrang Rr mula sa isang treasure hunt at ilalagay ang mga ito sa treasure box. Ang hindi nagsisimula sa letrang Rr ay tatanggalin sa treasure hunt.


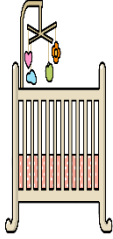




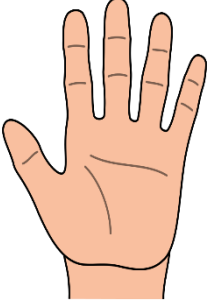





				
raut (sira)	rilo (relo)	rosas	rigos (ligo)	ransas (dalandan)
				
rigalo (regalo)	rambutan	gunting	mata	otap

Muli natin tingnan ang pitong larawan na nagsisimula sa letrang Rr (raut, rilo, rosas, rigos, ransas, rigalo, at rambutan).

Magpakita ng limang plastic cups at bawat isa ay may pangalan na letra mula sa mga napag-aralang letra. Magpakita rin ng mga larawan na nagsisimula sa bawat letra at ilalagay ang bawat larawan sa tamang plastic cup.



				
nigo (bilao)	kuna	urig (baboy)	onse	mais
				
nuyog (niyog)	kamut (kamay)	uring (uling)	okra	manok

D. Word Recognition Activity

Magbibigay ng bingo card na may mga salitang binubuo ng mga letrang A, N, I, K, U, S, O, M, G, at R: iro (galaw), rani (lumapit), Riki, arog (gaya), at sirum (langgam). Kailangan isulat ang mga nawawalang letra para makumpleto ang bawat salita at mabasa.

B	I	N	G	O

E. First Reading of New Book

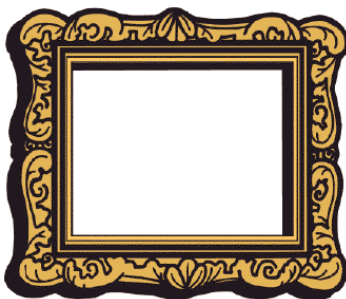
a. Subject Matter

“Dalandan ni Ria”

Nasa Puro sina Ria at anak niyang si Rona para mamasyal.
Nasa Puro rin si Roy na asawa ni Ria.
Hindi alam ni Ria na nasa Puro rin ang asawa niya.
Ang alam niya nasa construction site pa ang asawa niya.
Lumapit agad si Roy kay Ria nang makita niya ito..
“Wow!” May dalang dalandan si Roy para kay Ria.
May dala pa siyang mga rambutan para naman kay Rona.
Nabigla si Ria sa sorpresa ni Roy kahit pagod ito galing sa trabaho.
Kumain sila ng dalandan at rambutan sa tabing dagat.
Natuwa si Ria sa ginawa ni Roy kaya niyakap niya ang asawa niya.
Naglakad-lakad silang pamilya sa tabing dagat.
Hindi nila makakalimutan ang araw na ito kasama ang bawat isa.

b. Pre-reading - Activating Prior Knowledge and Developing a Purpose for Reading

Magtatanong kung saan madalas mamasyal kasama ang buong pamilya at iguguhit ang mga lugar na pinapasyalan nila sa loob ng picture frame.



Saan ka namamasyal kasama ang iyong pamilya?

Saan kaya namasyal ang mga tauhan na isa ring pamilya sa kuwento?

c. During Reading

Babasahin ng guro ang buong kuwento sa mag-aaral habang nagbibigay ng mga sumusunod na tanong:

1. Bakit nasa Puro rin si Roy?
2. Ano ang sorpresa ni Roy para sa asawa niyang si Ria at anak na si Rona?

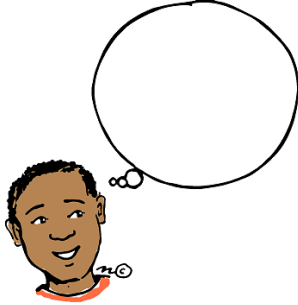
d. Post Reading

I. Engagement Activities

1. “Sorpresa ni Roy”

Bakit kaya hindi pinaalam ni Roy kay Ria na pupunta siya sa Puro?

Iguguhit ang dahilan kung bakit hindi pinaalam ni Roy kay Ria na pupunta siya sa Puro.



2. “Roy bilang Asawa”

Isa bang mapagmahal at mabait na asawa si Roy kay Ria? Bakit?

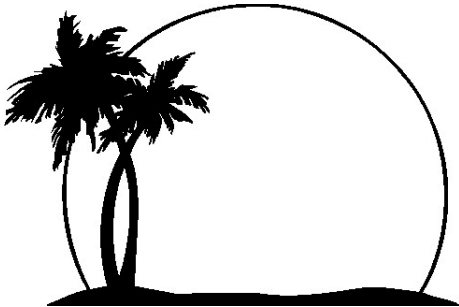
Ididikit ang buong puso kung oo o hahatiin sa dalawa kung hindi at iguguhit ang dahilan sa ibaba.



3. “Masayang Pamilya”

Ano ang ginawa nila sa mga pagkaing dala ni Roy?

Iguguhit ang buong pamilya na masayang kumakain sa tabing dagat.



II. Discussion

Question	Expected Answer	Objective Addressed	Engagement Activity
Nasaan sina Ria at anak niyang si Rona?	Puro.	To note details	
Bakit sila nandun?	Para mamasyal.	To note details	
Nasaan naman si Roy na asawa ni Ria?	Puro.	To note details	
Alam ba ni Ria na nasa Puro rin si Roy?	Hindi.	To note details	
Ano ang alam ni Ria?	Alam niya nasa construction site pa si Roy.	To note details	
Alam kaya ni Roy na nasa Puro sina Ria at Rona?	Oo.	To make inference	
Bakit kaya hindi pinaalam ni Roy kay Ria na pupunta siya sa Puro?	Kasi may sorpresa siya para kay Ria at Rona.	To make inference	“Sorpresa ni Roy”
Ano ang ginawa agad ni Roy nang makita si Ria?	Lumapit siya.	To note details	
Paglapit niya, ano ang dinala niya para kay Ria?	Dalandan.	To note details	
Ano naman ang dinala niya para kay Rona?	Rambutan.	To note details	
Isa bang mapagmahal at mabait na asawa si Roy kay Ria? Bakit?	Oo kasi may sorpresa siyang nagpasaya sa asawa niya.	To evaluate the character’s thoughts and actions	“Roy bilang Asawa”
Ano ang naramdaman ni Ria sa sorpresa ni Roy?	Nabigla.	To note details	
Pagkatapos, ano ang ginawa nila sa mga pagkaing dala ni Roy?	Kinain nila ang dalandan at rambutan sa tabing-dagat.	To note details	“Masayang Pamilya”
Ano ang ginawa ni Ria kay Roy dahil sa ginawa nitong nakakatuwang sorpresa?	Niyakap si Roy.	To note details	
Pagkatapos kumain, ano ang ginawa nilang pamilya?	Naglakad-lakad sa tabing dagat.	To note details	
Bakit isang hindi makakalimutang araw ang araw na ito para sa kanilang pamilya?	Dahil buo sila at masaya.	To make inference	
Kung ikaw si Rona na anak ni Roy at Ria, ano ang mararamdaman mo sa isang hindi makakalimutang araw na ito?	Masayang-masaya.	To associate oneself with the character’s thoughts and actions	