I-Love-Rary Approach (Ila) Towards Strengthening The Reading Skills Of Grade Six Learners: An Instructional Guide

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ABSTRACT

I-LOVE-RARY Approach(ILA) was implemented through a reading manual to improve phonetics, phonemic awareness, vocabulary, comprehension, and fluency to feasibly realized a reading instructional guide. With an itemized progression point system from prior reading skills to post reading performances, ILA affected significantly in the improvement of reading skills among experimental participants thpough the sixe of the respondents did not differentiate largely. Phonetic word and fluency word count per minute among respondents both prior and post between control and experimental groups were lower than 138-word count per minute. Vocabulary, comprehension, and fluency were attributed to law of exercise. ILA has significant effect on reading skills, influenced with local family's exposure to Cebuano with blended local TV, online commercials, and lack of exposure.

Keywords: Reading skills, IPA, Reading, ILA, drill

Introduction

Instructional leadership involved reflective teaching to better adjust and upgrade better learning results.DepEd classroom teachers wanted to reflect for measuring and describing reading performance of elementary and secondary students used Philippine Informal Reading Inventory (Phil-IRI) as a standard tool (DepEd Memo 266 s. 2010; DepEd Memo 14 s. 2018). Difficulty in reading is expected reading accuracy and fluency levels includes difficulty comprehending connected texts undeveloped phonological skills, short-term memory on recal Wh-questions after reading, and misintepretation due to slip decoding skills.This does not paid away the effort of reading teachers in implementing phonics approach by enable beginningreaders to decode new written words by sounding out (phoneme/s through phonics aprroach), and blending the sound spellingpatterns as significantly effective in teaching reading for graders (Paris, 2019) as well as phonemic awareness (Suggate et al., 2021).

Most teachersinvolved pointing theobject representation to increase vocabulary (Rowe&Leech, 2019) working memory of learners to represent the object or context or reading in the second and first languages to predict impact of individual differences in reading comprehension (Li&Clariana,2019), although to some extent, receptive vocabulary is highly attributed to the child's developmental delay (Spencer ety al, 2019). Oral reading fluency is represented by accuracy, automaticity, andprosody through assessment of the numbers ofsyllables, speech rate, mean length of runs, the frequency of silent and filled pauses, tone in reading, smooth delivery of phrases, communicating meaning through

speeding up or slowing down, and pace of reading (Aldhanhani&Abu-Ayyash, 2020;Al-Kharusi, 2014; Rubin 2016).

These eventful learning loss in the field of teaching and learning readingwere observed after family factors concerning frustration reading level was identified, preferred literature for enhance exercise were enriched, and differentiated and innovated blended learning was implemented. This study integratedI-LOVE-RARY APPROACH" (ILA) approach (experimental group) in comparison with the ordinary reading approach (controlled group) in intervening frustration level among Grade 6 pupils of Pong-oy Elementary School to imbibea typical "Reading Corner" of the classroom with story books, magazines, news papers and other instructional materials designed for learner's interest (Ni'mah & Salatiga, 2018; Vanden Dool&Simpson, 2021; Maniam & Vaithinathan, 2018). Grade 6 learners supposed to select reading items for intervention (Dennen & Bagdy, 2019; Graham et al., 2020)and predict reading practices based from previous GST for improvement thereafter.

Theoretical Framework

The researhers bunk on the two main philosophical theories: behaviorism and social constructivism. Behaviroists emphasize the stimulus, response, and reinforcement elements of learning (Mulyani, 2019). The theories of Piaget, Vygostky, Bruner, and Ausubel described the fundamentals of cognitive apprenticeship, the zone of proximal development (ZPD), and prolepsis teaching incorporating explicit training and scaffolding using four major techniques like predicting, generating questions, clarifying, and summarizing (Syakur et al., 2020). Accordingly, when kids can mimic the modeled language, positive reinforcement in the form of praise or effective communication arose, progressively formed their habit as they continue to produce the language, and picked up language through repeating phrases and words from workbook pages or from their teachers as part of their learning environment.

The social constructivists, on the other hand, counterbalanced the behaviorist viewpoint with social interaction and the social aspects of reading activities by highlightingthat social context and readers who are knowledgeable about a particular culture(Syakur et al., 2020). With adult's guidance and within the context of their culture - social interaction, social constructivist theories included whole language methods to reading, which place more emphasis on the entire meaning of a text than the sounds of individual letters (Robinson, 2018); enriched to embrace concepts about print, ability to hear and work out spoken sounds, alphabet knowledge, and word reading (Anderson, 2019). The code-oriented approach illustrated teachers instructing children in learning the connection between spelling of words and their speech sounds - and learning how to blend sounds together to form words (Dussling, 2020). Since the 1990's research, reading skils proceeded from contruction phase by activating knowledge through symbolic coding as frames and schema for reading to integration phase as a means of connecting or associating what had been constructed in the activation of knowledge with the reader's general knowledge and experience with the test or phrase(Kintsch, 2018).

Phonics instruction enhanced reading fluency of words and nonwords and accuracy of reading irregular words in particular (Solity, 2018); grapheme-phoneme correspondences in an organized sequence (Bowers and Bowers, 2020); whole language and systematic phonics were combined to create balanced literacy (Taylor, Davis, and Rastle, 2017); through spelling approach segmented words into phonemes and to select letters for those phonemes and teaching converted letters into sounds (phonemes) and then blend the sounds to form recognizable words (Carson et al., 2019); including segmenting spoken words into phonemes (Alhumsi, 2019; Ehri, 2014). Without having a bidirectional

relationship with reading but rather, to some extent, pictures associated from its original tongue, phonemic awareness is regarded sensitive to the manner of teaching reading (Wijaythilake et al., 2018). Reading aloud from a list of written words helped youngsters to recognize specific wordswithout breaking them down into phonemes or other sublexical components, so enhancing their ability to read the word afterwards, done by mappings between graphemes and phonemes, and its organization within morphemes (Torgerson et al., 2018).

Frequent exposure to vocabulary words, clear teaching of learning processes, and adequate time to interact with new words were hinted to reduce vocabulary gaps amongst pupils (Moody et al., 2018); projected the creation of thorough mental models of the text, the use of narrative processing (Dore et al.,2019). This however in line with the effort for reading remediation, reinforcement, and enrichment; included reading engagement and reading emotions as important indicators of reading comprehension (Hamedi, Pishghadam, and Fadardi, 2020); improved more with each correctly answered initial tries accuracy based on the unique variance of the growth among children; followed-up by sentence-integration question with the teachers (Gruhn et al., 2020); and, increasing their oral reading fuency as the most successful when it was done one-on-one with a model of accurate and fluent word reading (Hudson et al., 2020). This supplemented oral reading fluency affected by reading-aloud techniques, evaluation procedures, and other elements considered (Aldhanhani & Abu-Ayyash, 2020). All methods of teaching reading were driven by pronunciations, meanings, made up of parts, such as letters and morphemes, meaningful text; and meaning derivation from text (Bowers, 2020).

Theoretical Framework of the Study

ILA approach was practiced as a classroom-based reading program in which the teacher introduced predictable books, literacy-related items, and mini reading text. The literary pieces were chosen according to context among selected letter-sound correspondences from the child's preferred story item. With the Phil-IRI GSTresults served as the prior identification of children's reading skill in relation to Grade 6 comprehension level, a decoded post-test based from the same GST would served as post-test. This out of consideration that the methods of teacher in the classrooms where children had poorer initial reading fluency showed significance to reading fluency, comprehension, and higher interest (Kikas et al., 2018). Frequency of shared reading and teaching of reading were substantial (Viljaranta et al., 2014; Silinskas et al., 2020).Among Grade 6 reader respondents, the Schema theory would serve as an anchor for the implementation of the ILA as a treatment for the experimental group. Prior experiences helped readers form mental structures that enabled them to make sense of fresh events. In order to retrieve, organize, and interpret information, the youngster would apply extensive representations of more general patterns or regularities that occur in their experience to the novel scenarios offered in the exam.

During the reading process between teacher and student one-to-one interaction, reading-aloud techniques, and evaluation procedureswould be implemented. (Aldhanhani&Abu-Ayyash, 2020). This included the teaching of phonics using ILA approach would induced the decoding of new written words by sounding out prior to emphasizing the meanings of written words in text followed by the meaning of the written words in isolation, and sequencing according to the plot of the story would be implemented (Bowers & Bowers, 2020). Other alternatives could used the look-say-cover-write approach. Emphasis of morphological meaning through dissecting prefixes, bases, and suffixes would also aid during the implementation (Torgerson et al., 2018).

The phonemic awarenesscould be done by writing or spelling mark words during readings, and could possibly be traslated with their own understanding in terms of their dialect (Alhumsi, 2019; Ehri, 2014; Wijaythilake et al., 2018). Scaffolded storybook images during vocabulary training would connect letter-sound knowledge, decoding, and morphological awareness. Frequent repetition to vocabulary words, step by step teaching - learning processes using ILA, and adequate RRE time scheduling to interact with reading assignments during intervention would also be part of the intervention (Moody et al., 2018). These images from the storybook would be expressed into mental models of the text engulfed by narrative processing of the reading teacher (Doreet al., 2019) minding on the reading engagement and reading emotion status during sessions (Hamedi et al., 2020). The RRE – ILA integrated approach finally would finally indulged in repeated reading of texts done in one-on-one with the teacher researcher (Hudson et al., 2020).

Enriching withwholesome question and answer between theteacher and the student concerned would lead to adequacy of enriched interpretation (Aldhanhani&Abu-Ayyash, 2020) duirng the post-reading activitiesinthe conduct of ILA Approach.
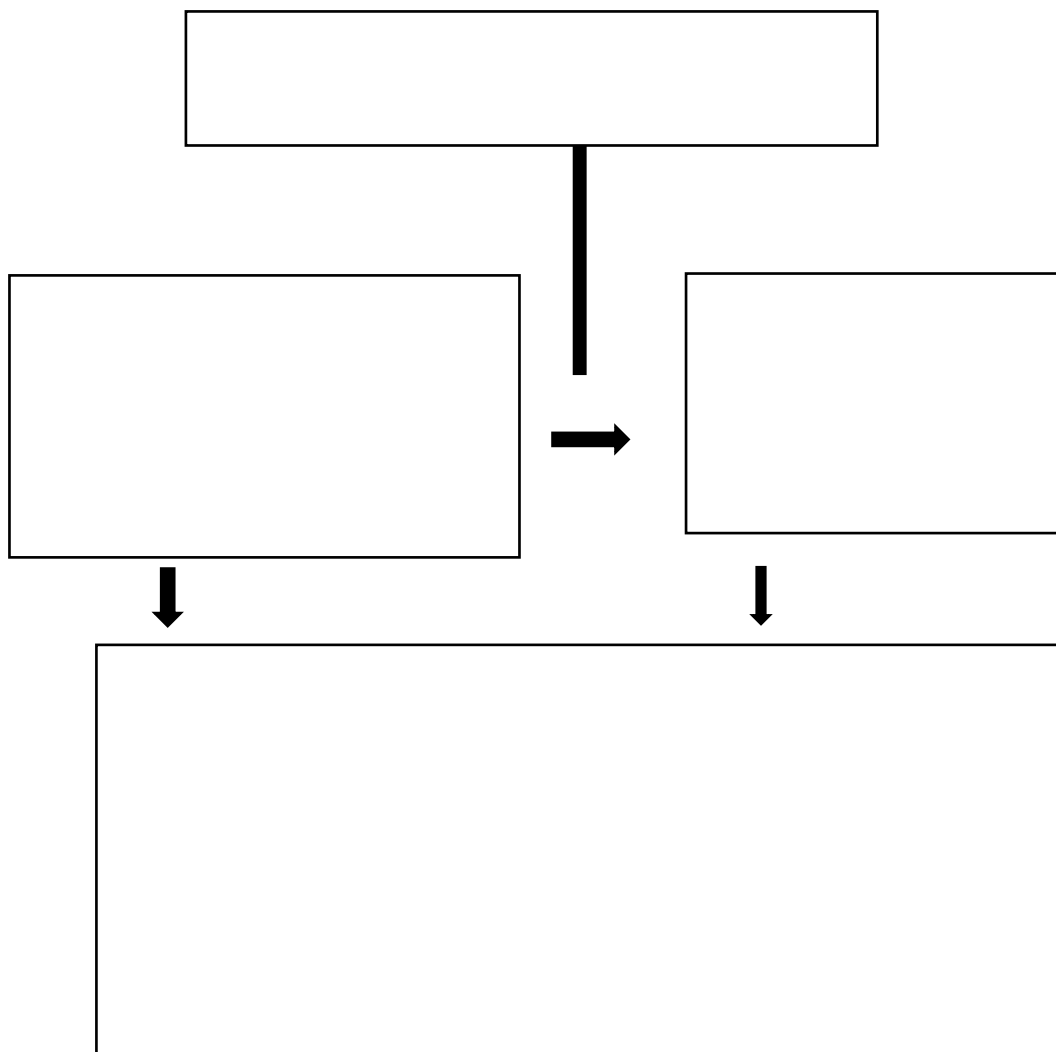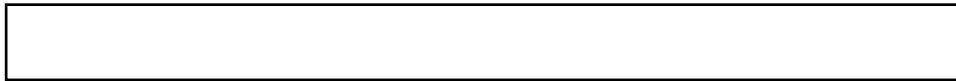
*teacher and student one-to-one interaction; regular time scheduling

Figure 1. Conceptual ILA Approach

Statement of Purpose

The study determined the effectiveness of I-LOVE-RARY Approach in improving the reading skills of the Grade 6 learners in Pong-oy Elementary School, School Year 2022-2023 as the basis for Reading Instructional Guide. Speciifically, the resarchers assessed the level of reading skills of the control and experimental group prior to and after the implementation of the reading approach in terms ofPhonics, Phonemics Awareness, Vocabulary, Comprehension, and Fluency. At significance level of 0.05, it is hypotheisized that there is nodifference on the reading skills of the two groups before and after the implementation of the approach was determined and a reading instructional guide can be developed.

RELATED LITERATURE AND STUDIES

Basic Education Social Reform Agenda (BESRA).English was moderately included in language education policy in the Philippines, as evidenced by government declarations, directives, practices, and instructional materials (Doplon, 2018). It integrated widely supported, popular movement with wide range of initiatives carried out by individual schools, communities, and networks of schools at localities that involve school districts and divisions, local governments, civil society organizations, and other stakeholder groups and associations (EFA 2001-2015; MTPDP 2004-2010; BESRA 2005-2010).The initiative of teacher in improving reading skills were streamlined from the point of hiring as mandated. Their qualifications and the nature of their work was expected to suit Teacher Education and Development Program (TEDP) and the School-Based Management (SBM) as mandated by BESRA (DepED Order Nos. 12, s. 2013, 20, s. 2009; and 4, s. 2007); with the emphasis of teacher education and development (DepED Order Nos. 15, s2011). It encouraged universal completion of the full cycle of basic education schooling with satisfactory achievement levels by all at every grade or year that is, ages six to eleven in preparation for their secondary schooling (DepEd Order Nos. 118, s. 2010; 23 s.2010; 34 s.2009; 16 s. 2008; 69 s.2020). The validated research-based attribution of *ILA Approach*, gave instructors more power to improve their contribution to educational results(DepEd Order Nos. 118, s. 2010; 23 s.2010; 34 s.2009; 16 s. 2008; 69 s.2020). However, teachers were in basic disjunctures where their regional educational practices clashed with supposedly fresh advances on the global scale (Vicente, 2018).

School-Based Management (SBM). Since one of the crucial interest of reading skills were investing children's level of productivity, the value of education was a key investment that could break the Filipino's seeminglyendless cycle of poverty by providing youth, with moreopportunities.ILA determined to address improved efficiency and creativity, along with feasible mediating effect to other SBM variables (i.e., reduced systemic education bureaucracy, promote increased community involvement, and financial support for schools (MTPDP 2004-201; DepEd Order No. 69, s. 2012, DO 45, S. 2015, Do 55 S. 2008).This humble classroom level could appeal systematic providence towards

educators timely information useful for planning. Decision-making, and adjustments (DepEd Order No. 69, s. 2012, DO 45, S. 2015, Do 55 S. 2008).SBM implementation as a governance framework ofDepEd with the passage of RA 9155 in 2001 as legal cover. Accordingly, he posited that the three pilot projects TEEP (Sixth Elementary Education Project), SEDIP (Secondary Education Development and Improvement Program), and BEAM (Basic Education Assistance for Mindanao) to support the SBM was an effective mechanism in improving the quality of education in the basic level (Abulencia, 2012).Although not direct, ILA Approach research involved the different SBM dimensions (i.e., teachers' performance bearing on time challenges, classroom facilities and resources, community support and involvement, managing student conduct, teacher leadership, professional development, instructional practice, support and leadership, resource management, and school performance accountability (Caliba, 2022). As classroom-based initiative to reading enrichment and intervention, was intended to contibute both and SBM cultivated key lever culture of innovation; enhanced class collaborative practices, fostered reading problem transparency (Maca, 2019).

Philippine Informal Reading Inventory (Phil-IRI).Informal Reading Inventory of the Philippines (Phil-IRI). The improved assessment method used by Phil-IRI, which consisted of a series of graded passages given to both the class as a whole and to individual students, was intended to test a student's reading proficiency (DepEd Order No. 14, s. 2018). It was introduced with the intention of evaluating and describing how well students read in the Filipino and English languages orally, silently, and with listening comprehension. The evaluation sought to ascertain the learner's levels of independence, instruction, and frustration (DepEd Order No. 14, s.2018). ILA approach was consistent with the adoption of an evidence-based approach to classroom instruction like an action research cycle; learner-centered and responsive literacy education to meet the needs of specific students or the needs of the entire class; and (DepEd Order No. 14, s. 2018). Additionally, it backed DepEd Order No. 8, "Policy Guidelines on Classroom Assessment for the K-to-l2 Basic Education Program," or DepEd Order No. 8 of 2015.

Intervention through Action Research.The mainauthority of any DepEd teachers including those who teach private schools to innitiate intervention, imposed with administrative support, were inherent to facilitation of learning and constant nurturing of every learner. (Department of Education's Vision, 2013; Chapter 1, Sec. 7 (5) RA 9155; DepEd Order Nos 13, s. 2015; 39, s. 2016; 16, s. 2017; 43, s. 2015 and 4, s. 2016).This manadated effort of the government (i.e., DepEd Order Nos 13, s. 2015; 39, s. 2016; 16, s. 2017; 43, s. 2015 and 4, s. 2016). Several action research were conducted that sided the significance in pupils' reading and comprehension through school wide set of intervention activities(Luciano & San Pedro, 2019). However, to specify Grade 6 English reading regional and school practicedenhancement through-out the country likeSPARK (Torres&Collado, 2019).RAISE ME UP(Ortiz, 2019);Project LES-READING (Escantilla , 2019); Videoke Reading Challenge (VRC) (Panaligan, 2019); and, READ (Maralit, 2019).English language intervention in Grade 6impliedthe role of pupils' performance in reading comprehension to affect examination results (Macandili, 2019) and convenient pscyhological effect(Buenaventura, 2019).

Reading Performance:What Philippine Statistics Authority (PSA) Say

In the 2018 PISA, reading was the primary subject examined among pupils aged 15 years old. The majority of pupils from socio-economically challenged backgrounds who performed poorly on reading tests were found in this country in which80% of Filipino kids did not meet the required reading

competency level. (San Juan, 2019; Tomas et al, 2021). Additionally, it's probable that poor quality and insufficient numbers of educational facilities and teachers prevented those with greater access to education from obtaining fundamental literacy skills in an exceptional manner in which Philippines' low basic literacy rate was due in part to the lack of public educational services and facilities, open enrollment in public schools, and teacher upskilling(Hernandez, 2020).The 2019 Functional Literacy, Education and Mass Media Survey (FLEMMS) of the PSA survey results showed around six million Filipinos over the age of five who are illiterate on a basic level, or 90.8 million out of the country's 96.8 million people(PSA- FLEMMS, 2019).

*Factors Affecting Student Reading Skills.***S**tudent reading skills were classified as technology influence,role of learners, linguistic variables, and attributes of learner's with special needs.

Technologically, ICT availability and entertainment were positively connected with student academic progress(Hu et al., 2018;Akturk & Ozturk, 2019) like email, texting, and social media for family and friends) and intellectual curiosity, self-esteem, and sociability (Lund, 2021). However, online technology cited cyberloafing was influenced by their socio-economic position, possession of mobile devices, and social media usage, it had no bearing on students' grade point average(Dursun et al., 2018).Despite representing word reading and listening comprehension, comprehension monitoring did not reliably predict reading comprehension (Kim et al., 2018).

Psychologicaly, a unique correlation between personality traits and reading comprehension, self-assessed comprehension confidence, and metacomprehension accuracy was found by the Big Five personality test. Reading overconfidence was connected positively with reading comprehension but not with actual reading performance because it was a result of a refusal to learn from experience. Extraversion did not predict real comprehension performance and had a negative correlation with self-evaluation of comprehension performance (Agler et al., 2021). Teacher's technological knowledge were also consistent to students' academic, social, and emotional self-efficacy (Akturk & Ozturk, 2019). Physically, the role of motor coordination and executive functions (EF) indicated important attribute in the development of reading and spelling among kindergarten (Michel et al.,2019). Early written language skills, and not phonological awareness, were unique predictors of numeracy (Birgisdottir et al., 2020).Second language readers were less proficient in vocabulary, grammar, and reading comprehension but were more proficient decoders than first language readers (Raudszus et al., 2019).

Interms of domain of communicative skills, the studies of argued that early language development appeared to be crucial for laying the groundwork for the development of decoding abilities as well as having an immediate impact on the growth of reading comprehension abilities (Hjetland et al., 2019). Further, individual growth curve modeling revealed children showed slowed growth on word reading and linear growth on reading comprehension, despite their performance on both word reading and reading comprehension (Peng et al., 2019). While, vocabulary and decoding both predicted reading comprehension increase (Raudszus et al., 2021).

In terms of quick code recognition, quick naming, orthographic knowledge, and phonological memory all predicted the initial status of all reading outcomes as well as the fluency of nonword reading (Georgiou et al., 2021). Rapid Automatized Naming (RAN) and vocabulary were also found to be significant predictors of reading fluency and passage reading effectiveness among children in both their native and secondary languages and when analogous reading predictors were evaluated, the fundamentals of fluency and higher-level literacy skills(López-Escribano et al., 2018). However, a general model between RAN and phonological awareness could not be substantiated while the

relationship between PA and reading was complex and largely interactive, RAN was a consistent predictor of reading fluency across all orthographies (Landerl et al., 2019). On the contrary, age, gender, cognitive ability, and vocabulary were controlled, phonic awareness including RAN or naming speed (NS) were significant and unique predictors of every reading outcome (Tibi &Kirby, 2018). Other neuro-psychological and environmental predictors particularly less privileged readers could also affect if not controlled (Lima et al., 2020).

For struggling readers, reading comprehension results were predicted by vocabulary expansion and inference-making, but not by decoding (Swanson et al., 2018). Working memory was a predictor of reading comprehension in the low inattention plus low hyperactivity and high inattention plus high hyperactivity groups for struggling readers (Talwar, 2019).

Attributes of Learner's With Special Needs

During the intervention for dyslexic students, articulated the role of computer-based methodof presenting consecutive letters as information processing speed enhancer to improve the accuracy of reading words separately with accuracy and fluidity of reading the text. The students read in a shorter time and with fewer errors showing progress in the phonological awareness with the task of naming the colors with greater speed and fewer errors (Fadaei et al., 2021).The children with Williams syndrome by use of Simple View of Reading. Established the predictor of word reading ability was reading instruction method, with a systematic phonics approach, they posited that phonological processing skillscontributed significant unique variance to word reading ability, as did visual-spatial ability. In their case, the concurrent predictors of reading comprehension were single-word reading and listening comprehension (Mervis et al., 2022). Among children with autism; vocabulary, name writing, and rapid naming of familiar objects and shapes were shown to predict children with early reading success aginst below expectations in first year of schooling because of the influence of group membership (Westerveld et al., 2018). Deaf and hearing adult readers on the other side, confirmed that all four groups hinted vocabulary knowledge was a strong contributor to reading comprehension(Cates et al., 2022). But for children with a profound hearing loss implanted with cochlear implants, receptive vocabulary was the most influential predictor of reading comprehension together with phonological decoding as a fundamental skill (Wasset al., 2019).

Learner's Variable considered Among Reading Literature

Among other variables weresocio-economic status (SES), gender, kindergarten background, previous grade point average. After adjusting for the home learning environment and SES, which also significantly contributed to the variance in emerging literacy skills, children's literacy interest explained about 25% of the variance (Carroll et al., 2019). New understanding of the difficulties of creating authentic reading for pleasure (RfP) education, that encouraged profile volition and active engagement, were also emphasized among poverty-driven populations (Hempel-Jorgensen et al., 2018). Inaffordability of rural parents should be promoted by reading fiction to improve reading skills for disadvantaged socioe-conomic backgrounds (Jerrim &Moss, 2019). Poverty is detrimental to academic performance (Lervåg et al., 2019).

Grade 6 pupils as respondents, the results showed Kindergarten pre-reading abilities and gender variations were strong predictors of reading comprehension in Grade 6 (Manu et al., 2021).This is because differential reading competence as a function of gender was taken into account (Fives et al.,

2014; Katzir et al., 2018). Likewise, male learner model explained this effect by 67 percent in terms of critical thinking, while the female learner model affected the assessment abilities by 43 percent. Although female Grade 6 were more consistent (Bak, 2020; Macandili, 2019).

In terms of GPA and early childhood background (kindergarten), the academic English reading proficiency of students in a non-western multilingual academic context was considered important for academic achievement (Stoffelsma & Spooren, 2019). Reading declines were a part of overall deficiencies. The evaluation of preterm children entering school and the therapy of reading issues were both affected by these findings (Borchers et al., 2019). Students with Special Educational Learning Needs, had lower scores in tests affecting their entire GPA (Scholz& Scheer, 2022).

Moreover, school absence, and school performance were partly mediated however by integrating the influence of SES in reading, even to the extent of their nonverbal IQ (Lervåg, et. al., 2019). Both parents adaptation, from kindergarten to Grade 1, the teaching behaviors to children's progress in reading, including home literacy variables were indispensable (Viljaranta et., 2014; Silinskas et al., 2020).

Teacher's ILA Role in Reading Skill Acquisition

One of the most important skills a youngster can learn is literacy. All academic learning is built on reading. To succeed in school and in life, a child must learn to read, write, and count. The Department of Education's top priority is to enhance literacy is based on the "Every Child A Reader Program," which aims to develop reading and writing skills in every Filipino child at the grade level appropriate for their age (DepEd Order No. 14 S. 2018).

Poverty, early literacy, instruction and the provision of school libraries had an impact on literacy development (Lao et al., 2021). Personalized literacy education was more successful than conventional instruction, and that continued use of personalized literacy instruction from first through sixth grade could stopped the emergence of severe reading issues (Connor, 2019). What had been ventured with personalized literacy education was consistent with individualized data-driven literacy training supplemented by technology. Employing valid and reliable standardized tests and researcher-designed measures were complementary to human turtoring (Xu et al., 2019), However to this extent, the probable phenomenological role of the teacher researcher in conducting ILA Approach was based on the conferred means of strenthening reading skills.

METHODOLOGY:Design, Locale, Participants and Sampling

With experimental design, the process of implementing ILA through objective and controlled precision in assessing its efficiency to remediate Grade 6 English reading difficiency. It aimed to establish a cause-and-effect relationship trough mean average patterns between ILA and the resulting reading performance of Grade 6 learners before and after intervention. This experiemental method would employ purposive population sampling design ILA Approach being a reading intervention program should embraced the inclusivity of all learners yet designed only for reading level within and below 70% percentile score (below the score of 14 / 20 items). This did not include those fluent and regular reader level students. All incoming enrollees of Grade 6 (Grade 6-A and 6-B pupils) of Pong-oy Elementary School, School Year 2022-2023. Grade 6A is the control group while Grade 6B is the experimental group. The GST Pre/Post test of Phil-IRI Results for English 6 the school.

Instruments

To determine the level of reading achievement between the two groups, the Oral Reading Pre/Post tests and the Silent Reading Pre/Post tests were to be used. It referred to as the revised assessment tool composed of a set of graded passages administered to the entire class and to individual students, which was designed to determine a student's reading level. This was done pursuant to DepEd Order No. 8, s 2015, "Policy Guidelines on Classroom Assessment for the K-to-12 Basic Education Program." After the oral reading test, the Phil-IRI silent reading test was typically given to students to further assess their comprehension abilities.The Phil-IRI Group Screening Test (GST) was designed as a 20-item reading comprehension test that was administered in groups to students in Grades 3 through 6 in Filipino and Grades 4 through 6 in English. The goal of the GST was to find children who needed more testing or who were likely to benefit from the ILA as an intervention. This Phil-IRI Graded Passages made reference to informal assessment instruments used to track each student's progress in listening comprehension, oral reading, and silent reading. For both pretesting and posttesting, there were four sets of passages (Sets A, B, C, and D) that covered Kindergarten through Grade 7 levels in both Filipino and English.

Experimental Process

Steps in Implementing ILA using the Schema Theory

A. *Pre-reading activities. T*he teacher had students think, write, and discuss everything they know about the topic, employing techniques such as *prediction, semantic mapping,* and *reconciled reading*. The objective is to make sure that students had the relevant schema for understanding the text.

B. *During-reading activities.* The teacher guide and monitor the interaction between the reader and the text by employing the integrated steps like making selections, word context learning, teacher-directed information, making predictions, integrating prior knowledge, skipping insignificant parts, re-reading, and students evaluation and monitoring.

C. *Post-reading activities.* The teacher would facilitate the chance to evaluate students' adequacy of interpretation through wide range of questions that allow for different interpretations.

Data Gathering Procedure

The documentation of the proposal, approval and consent of the research committee of the Graduate Studies of the University of the Visayas would frame the course plan. Permit from Research Ethics Committee (REC) and authority such as the DepEd Division Superintendent were obtained. Parental and student consent would be agreed and approved for action.The Grade 6 GST Pre-test would be conducted to determine the reading status of the participants.

Identification of struggling and slow readers after GST Pre-test would habitually proceed to the "Reading Corner" (library) of the classroom following the minimum mandated RRE time. Eachone would pick only one 'story title' that was placed on top of the table. Then, on a specified sheet they would write their name under the column of the 'story title' to signify if they like the story. The index entry form would served as the introductory tool during this pocess.

A maximum of five (5) 'story titles' set as their choices per week for two (2) consecutive months. The teacher would get the total number each 'story title' chosen by the students. The most numbered 'story title' casted among the learners would be for example the story of the day (*Pinocchio*).

Then, the second highest number of names written on the sheet (*Beautyand the Beast*) is said to be the story in the succeeding reading session and so on soforth.

Out of five (5) choices only three (3) stories be scheduledthrice a week (Monday, Wednesday, Friday), so only one (1) storywere said to be read each day during the RRE time. Giving of incentives for those who performed well like committing no mistakes in words being read and perfectly answering the questions given in order them to be motivated and boostlearners' interest into reading.A checklist of mistaken words as to pronounciation, vocabulary, and image would tally its progress.

In cases the pupils unable to give justice to what he/she reads, the teacher would talk to the pupil in a subtle way to avoid him/her being heckle from his/her peers. A teacher's notation would put into written to pinpoint the details of the explanation.

For further instruction, the teacher would let the pupil bring the story at home so he/she can study more. *(Note: The teacher should write a letter to the parents askingtheir help in teaching their son/daughter in reading about the story brought by their child were needed).*On the next day, the teacher would call the attention of this child in order to readagain the story in front or beside the teacher's table (pupil-teacher tandem). This was to follow-up if the student did really gave ample time in reading the story at home.

During the re-reading activities the teacher would note regarding reading in chunks, pausing, and paraphrasing. Wide range of questions that allowed decoding process, text mapping, metal images, and situational application as lesson learned would be ask. The Grade 6 GST Post-test would be conducted to determine the reading status of the participants. (pls include here Security, Confidentiality of data colleted). All observations made by teacher for every particular student will be coded according to their learner's reference number issued by DepEd, no touch or malice whatsoever would represent their being or personalities, but only the mere variables (in collective form) would be criticallly needed for the purpose of study. The data will be stored within and inclusive to the sole accessibility and ethical responsibility of the reading teacher who treated the data confidential against any negligence of puplic exposure except during administraive reporting and curricular updates, in aid of academic studies, and relevant research dissimination.

Data Analysis

The frequency, and percentage would be utilized in determining and presenting the reading skills prior to and after the implementation of the approaches. The paired-sample t-test would then determine if there would be a significant mean gain on the reading skills of the learners after the implementation of the approaches and t-test for independent samples for the difference on the reading skills of the two groups prior to and after the implementation of the approaches

RESULTS AND DISCUSSIONS
Table 1
Prior Reading Skill Performances of Respondents

Phonetics (PWCPM)	Phonemic Awareness (60)	Vocabulary (15)	Comprehension			Fluency
			OBJ(20)	SUBJ(10	*WC	(12)

					)	PM	
$\bar{x}$	72.70	42.17	5.33	6.50	5.77	83.13	6.23
SD	9.04	7.73	1.32	1.57	1.43	8.41	1.31

Legend: WCPM - word count per minute; PWCPM – phonetic word count per minuteN=30

The first attemptof using ILA Approach reading instructional guide was recorded among the learners with the reading skills in phonetics, phonemic awareness, vocabulary, comprehension, and fluency. An average word count per minute($\bar{x}$=72.70) phonetics is lower compared to 138 word count per minute for sixth grades according to Brysbaert references (Taylor's 1995 study on reading rates in 2,203 children as cited by Brysbaert, 2019).Among the most observed mispronounced, unrecognized, if not unfamiliar were fricatives, such as [f]in phone, leaf, and knife were misleading, and [v] in love, vest, and cave were also unemphasized. This attributed to their native inclination of dialect (Shinge & Kotabagi, 2021; Soland & Sandilos, 2021; Ahmad Baaqeel, 2020). Seldom, these are the sound intheir daily communication or perhaps commercial use of foreign products and colloquial mixtures were used. These words were only used in schools. The fricative [θ] as in author, bath, and think were also pronounced as merely [t] as [ð] in there, breathe, and others as [d]; although a differentiated pronunciation of [ʒ] in genre, rouge, television, delusion, and casual as they read the sound [s] especially if(s) spelled in between two vowels.Front vowels such as [i] as in beat, see, neat, piece, team, ear, and tear were also considered lack of emphasis. The sound [ɛ] as in ten, bread, and stairs, were heared as plain [e] and there, hair, and pear closer to [æ]. The sounding of [æ] as in mad, cat, fan, hand, nap, and bag were also at times treated as plain [e] or unstressed in reading.

Aside for its Cebuano–Bisayan inclination, blended with local TV and online commercials; their lower word count compared to Brysbaert references were also attributed to increase of mostly or purely content word, without frame of sentencing during the drill. A much differed calculation it would be if the reading exercises were in the form of short essays, because of the presence of non-content word counts (Brysbaert, 2019). Lack of exposure were also hinted while arousing their interest with learning anew, or familiar yet hardly practiced words to read. Another interesting observation was there interest to sound or read even a rare or none being noticed asking the meaning of words. This seemed to be either the words were to familiar, known already, or perhaps beyond their status of interest (Engzell et al., 2021; Dorn, et al., 2020).

In the context of phonemic awareness, the average score ($\bar{x}$=42.17) among sixth grade respondents readerscorresponded most of the errors in distinguishing sounding according to phonetic alphabet, affecting the skill to distinguish rhymes, and very fewer although in syllabication supposedly not integrated of course to continued essay as being read from single word, unit of phrase or short and simple sentences. Although a lot of learners were aware of stressing in reading as few errors observed in syllabication, phonetic sound production mattersattributed to prolong exposure to their local families during Pandemic, and the rest of their communicative effort in Grades 1 and 2 with mother-tongue based(Shinge & Kotabagi, 2021; Soland&Sandilos, 2021; Engzell et al., 2021; Dorn, et al., 2020).

In comprehending short stories,the prior performance in vocabulary, comprehension, and fluency, averagevocabulary word level ($\bar{x}$=5.33) is low because coincidentally, happened that most of them were least exposed to reading short stories. Most tale they heard in English were Bible readings, narrated tales in cartoon movies, and you tube audio – video tales (Pianzola, Rebora, and Lauer, 2020; Wong, et al., 2020). Most of them were attracted to the titles and the pictures of the stories (at least 2–3 out of 5) and some are due to the prominence of the authors.

In the context of comprehension, they were much attentive on the flow of the story (Subjective $\bar{x}$=5.77) than the particular details (Objective $\bar{x}$=6.50).They were much on the prospects of tracing the frames of sceneries rather than remembering much on the detailed characteristics and pausing a bit from one sentence to others or from one paragraph to others as to integrate what had been read. Most if not, they had the idea of what was the story all about, although detailing was needing more time to reread, or go back to the selection to be particular of the who, where, and the like. This inclination could be attributed to schema theory in that they tried to relate as much stored background or past experiences they could relate to the situations of the story to helped them attained flow of thought (Cho&Ma, 2020; Kokkola&Van den Bossche, 2019).They were much inclined to the logic of their thought as to the organization of their answers which could be seen normative with their mechanics and construction of the essays of context for their answers.

In reading fluency, the average fluency ($\bar{x}$=83.13) was not bad, although the over-all integrative of detailing, comprehending, and the balance of expression, volume, and prosody were needing to be developed ($\bar{x}$=6.23). This referred to eitherlack of mastery to the piece of reading materials, or the low confidence level considering new exposure to learning (Teng, 2019). Phrasing, smoothness, and pacing were also affected since their best concerned was to understand what they were reading at hand, a valid and realiable preparatory before the level of reading for smooth and mastery understanding, and reading for others to understand were targetted.

Table 2

Post Reading Skill Performances of Respondents

	Phonetics (PWCPM)	Phonemic Awareness (60)	Vocabulary (15)	Comprehension		Fluency	
				OBJ(20)	SUBJ(10)	*WCPM	(12)
$\bar{x}$	84.87	46.03	6.03	10.03	6.93	91.53	8.00
SD	10.54	8.44	0.71	2.14	1.46	9.35	1.15

Legend: WCPM - word count per minute; PWCPM – phonetic word count per minute   N=30

In table 2, the phonetic word count per minute increased to$\bar{x}$=84.87. This constituted that phonetics were increased due to repetitive mastery and exercise of the practicedwords found difficult. The shifting of tongues as to front and back pronunciations, plosives, affricatives, etc were delicate and contending considering that English is a secondary language (Farooq et.al., 2020), and much of their exposure in the fourth and fifth grade were modular, as such sounding for reading was limited (Engzell et al., 2021; Dorn et al., 2020).

Phonemic awareness needed toemphasize phonetic alphabets, variation of its origin in the context of pronunciation, and their was a consistent need to integrate stressing as to emphasis and blending words and phrases in reading, before and after implementation. Much to the surprise after the conduct that modelling of pronunciation were subjective to past events, teaching tone, and phonetic alphabet were not emphasized instead the plain vowel and consonant experience (Brevik, 2019).

Beyond the control of culture, there were the native inclination against the varied adoption of English to foreign adoption, such as gluttal emphasis from British accented words, [g prolonged to h] from arabic culture, the A E I O U in Filipino, the [gle] pronounced by Tagalog speaking as *gil* instead of *gol* in Cebuano*;* such in the case of triangle, and eagle. However, this variantly differed in the learning of vocabulary using ILA. It could be noticed that vocabulary words or expression were developing either through mnemonic and teaching motivational style, or by their familiarity of the story (Davidson&O'Connor, 2019; Esposito & Bauer, 2019; Abdulmalik Ali, 2020).

In comprehension level,the task of subjective questions were very surprising for some pupils were extending part of their applications to real life, rather than remaining to say within the context of the selection. Their mind were so active that the story play a motion of order as they struggle to picture its meaning (Teng, 2020). This struggle appeared in the way prosody were expressed during readings; the difference between pausing for emphasis, recalling or struggle to integrate understanding.

Table 3

Prior and Post Reading Skill Performance of ILA Implementation

Prior / Post	Phonetics (PWCPM)	Phonemic Awareness (60)	Vocabu lary (15)	Comprehension		Fluency	
				OBJ(20)	SUBJ(10)	*WCPM	(12)
Mean	72.70	42.17	5.33	6.50	5.77	83.13	6.23
SD	9.04	7.73	1.32	1.57	1.43	8.41	1.31
Mean	84.87	46.03	6.03	10.03	6.93	91.53	8.00
SD	10.54	8.44	0.71	2.14	1.46	9.35	1.15
p-values	0.000	0.070	0.013	0.000	0.003	0.001	0.000
T	-4.801	-1.847	-2.558	-7.285	-3.109	-3.659	-5.562
Effect size (d)	1.24, large	0.48, Medium	0.66, large	1.88, large	0.8, large	0.94, large	1.44, large

N=30

The two sample t-tests, using t-distribution (df=58) (two-tailed); had a large effect size inflicting the implementation of ILA to show observable differences between prior and post reading skills. In terms of phonetics count the null hypothesis (H_0) was rejected. The results from their prior phonetics skills ($\bar{x}$ =72.70, SD=9.04) and post phonetics skills ($\bar{x}$ =84.87, SD=10.54) indicated that the implementation of ILA in their reading activities resulted in an improvement in phonetics, t(28)=-4.801, p=0.000. In terms of phonemic awareness, the H_0 cannot be rejected. There was no significant increase in phonemic awareness skills if any after ILA has been implemented or the results were comparative before ILA implementation ($\bar{x}$ = 42.17, SD=7.73) and after ($\bar{x}$ =46.03, SD=8.44), t(28) =-1.847, p < .05. The H_0 for vocabularyaccording to the result were also rejected. These inclined that the average of prior vocabulary skills' population ($\bar{x}$=5.33, SD=1.32) was improved after ILA implementation as shown in the post vocabulary skills' population ($\bar{x}$=6.03, SD= 0.71), t(28) = -2.558, p=.013.

In terms of comprehension skills, the objective comprehensiontest rejected the H_0. This meant that the average objective comprehension skill (M=6.50, SD=1.57) was also improved after ILA intervention (M=10.03, SD=1.14), t(28)=-7.2847, p=0.000. This goes the same with subjective comprehensionskillwere the average subjective comprehension skill ($\bar{x}$=5.57, SD=1.43) among respondents was improved by ILA intervention ($\bar{x}$ = 6.93, SD=1.46), t(28) = -3.109, p = 0.003.

The last variable fluency in reading were attributed to word count and reading fluency skill. The result of word count –based fluencytreatment resulted to rejection of null hypothesis. The word count fluency skill was improved from prior level ($\bar{x}$ = 83.13, SD = 8.41) to post level ($\bar{x}$=91.53, SD=9.35), t (28) =-3.6585, p=0.001. Reading fluency skillotherwiseresulted to the rejection of the null hypothesis (H_0). It posited that the prior average reading fluency skill ($\bar{x}$ = 6.23, SD = 1.31) were increased after ILA implementation ($\bar{x}$ = 8.00, SD = 1.15), t (28) = -5.562, p = 0.000.

The implementaion of ILA was inclining much to improve phonetics, vocabulary, comprehension, and fluency which are addressed in-depth with constant cycle of reading exercises, continues exposure of literature, and increased through pupil and teacher motivation. Meanwhile, phonetics was done in mastery through practice of words. They were not familiar with International Phonetic Alphabet (IPA). Although they learn through listening on reading pronunciation, sound hearing were accommodating, with issues on adopting which sound phonetic symbol would be adopted (Diego-Lázaro et al., 2021). Further, their time space for listening standard English was not the type of home and media environment which inclinded the native tongue, cultural inhibitions, and lack of proper faceto face model reading from their English teacher were affecting (Engzellet al., 2021; Dorn et al., 2020).

Table4

Mean Gains between Control and Experimental Groups

	Phonetics	Phonemic Awareness	Vocabulary	Obj Comp	Subj Comp	Fluency Rate	Fluency
Control	11.2	3.66	0.47	3.13	1.07	7.86	1.8
Experimental	13.13	4.07	0.93	3.93	1.27	8.93	1.73
	1.93	0.41	0.46	0.80	0.20	1.07	-0.07

N=30

A much distinguished gains (+1.0 mean gains) were observed with the improvement of phonetics skills and fluency rate of reading. This attributed to the repetitive schema brought by continues practice in the use of ILA during reading. The stimulus constituting the relevant information found in a logic for instructional enhancement towards reading served the predictive validity of its purpose.

Using paired t-test in predicting between their results of the gains of means in phonetics, phonemic awareness, vocabulary, comprehension and fluency, the researchers intends to know, whether comparable or not.There was a significant large difference between control group ($\bar{x}$=4.2,SD=3.9) and experimental group ($\bar{x}$ =4.9,SD=4.6). By using ILA approach in reading, readersattained much to improve their reading skills in phonetics, phonemic awareness, vocabulary, comprehension and fluency.

Table 5

Differences of Reading Performance Before and After ILA Implementation

Parameter	Value

P-value	0.03403
t	2.7335
Sample size (n)	7
Average of differences (x̄d)	0.6857
SD of differences (Sd)	0.6637
Normality p-value	0.5983
A priori power	0.2013
Post hoc power	0.6279
Skewness	1.1222
Skewness Shape	Potentially Symmetrical (pval=0.157)
Excess kurtosis	1.3564
Kurtosis Shape	Potentially Mesokurtic, normal like tails (pval=0.393)
Outliers	1.93

N=30

The results of the paired-t test indicated that there was a significant large difference between Control Group ($\bar{x}$ =4.2,SD=3.9) and Experimental Group ($\bar{x}$=4.9,SD = 4.6), $t(6)$=2.7, p=.034.ILA was both in context, criterion, and the value of teacher – oriented instruction to student reading practice was very effective compared to plain lectures in reading. Both proficient and slow learner alike could leap progress through reading using the selective exercises in ILA.

Table 6

Group's Prior and Post Reading Performances

Parameter	Value for Prior	Value for Post
P-value	0.1426	0.1161
t-value	1.6867	1.8357
Sample size (n)	7	7
Average of differences ($\bar{x}_d$)	3.3443	4.03
SD of differences (S_d)	5.2458	5.8083
Normality p-value	0.02223	0.01692
A priori power	0.2013	0.2013
Post hoc power	0.296	0.34
Skewness	1.0916	1.1558
Skewness Shape	Potentially **Symmetrical** (p-val=0.169)	Potentially **Symmetrical** (p-val=0.145)
Excess kurtosis	-0.888	-0.6767
Kurtosis Shape	Potentially **Mesokurtic**, normal like tails (pval=0.576)	Potentially **Mesokurtic**, normal like tails (pval=0.67)

N=30

Paired-t test result indicated no significant mean difference between Control Group ($\bar{x}$ =30,SD=31.8) and Experimental Group ($\bar{x}$ = 33.4 ,SD=36.9), t(6) = 1.7, p= .143 prior to the

implementation of ILA.The sixth graders participating in the control and experimental groups were performing similar level of skills in phonetics, phonemic awareness, vocabulary, comprehension, and fluency prior to exposing the experimental group with ILA.

The paired-t test between Control Group ($\bar{x}$ = 34.2,SD=35.4) and Experimental Group ($\bar{x}$=38.2,SD=41.1), t(6)=1.8, p=.116. after the implementation of ILA indicated that there was a not significant medium difference. This meant that if the use of ILA with the experimental group were much effective to augment reading skills performances, and yet prior and post performances did not vary in medium extent.

Challenges Encountered during ILA Implementation

The challenges encountered in enhancing reading through ILA implementation were classified according to environmental, and technical categories

Environmental Issues

In terms of environmental aspects, the issues on time and space convergence, quality of reading experience, and competing media were predicted. There was the issue on the arrangements of the convenience of space and time when such for instance a ratio of 30 pupils in the conduct of the study to one teacher researcher, directed towards the available time slots adjusted from regular schedules, such as RRE and reading classes needing extensive elongation of dates that prolonged the process of this study in order to be fully implemented. There were intervening subject activities that built far less form the focus for reading mastery and comprehension while brokening teaching loads to variety of learning foci (Yeager, et al., 2022; Reeves, et al., 2021). There were no supporting illustrative channel in TV or media apps that supported reading improvement specially in literature studies for elementary level. This included the need of specific TV stations or programs that would connect daily school lessons to TV extended sessions at home. Much were depended on the creativity of the teacher, and by effort of supporting parents (Christopher, 2019). Other were entangled with cartoon movie settings, if not TV series for children (Christopher, 2019). This complementing effect was due to sceneries that were applicable to scaffold scenes in the assigned chosen stories.

Technical Concerns

IPA focus, practice strategies, media and mnemonics, scaffolding mental frames, and motivation to English as secondary language were seen technical predictors in imparting reading skills among sixth grades. Among the most observed tendencies were the necessity for IPA focus. The array by classifying phonemic awareness in group of sounds were least likely practiced or oriented.Such sensation to preception and schema process made it complicated to decode alphabetical ordered pnonemics to sound based pronouncing production emphasized in groupings according to international phonetic alphabet (Diego-Lázaro et al.,, 2021).Also worth promising were the application of media and mnemonics (Nuzulia&Santi, 2021; Mediyawati et al., 2019). Learners were able to procreate caricature or childish drawing presentations of what they read. Lastly,some were commenting commonalities of experience in a world view setting to their family or local experiences. The natural tendencies that a hobby reader characterized when reading was tranquil towards acquiring reading skills subconsciously as they actively participate and interact mental reading conversations within themselves (Brevik, 2019)..

IPA Reading Instructional Guide

Based on the findings, the IPA reading instructional were seen to improve on the use of ILA or interdependently enhanced. The following exercises are frequently used to evaluate children's IPA or to help them improve it through practice and instruction:

1. Phoneme isolation: "Tell me the first sound in paste." (/p/)
2. Phoneme identity: "Tell me the sound that is the same in bike, boy, and bell." (/b/)
3. Phoneme categorization: "Which word does not belong? bus, bun, rug." (rug)
4. Phoneme blending: "What word is /s/ /k/ /u/ /1/?" (school)
5. Phoneme segmentation: "How many phonemes are there in ship? " (three: /š/ /I/ /p/)
6. Phoneme deletion: "What is smile without the /s/?" (mile)

Conclusion

ILA affected reading skills in terms of phonetics, vocabulary, comprehension, and fluency. Under the behaviorists theories of Piaget, Vygostky, Bruner, and Ausubel, the ILA Approach incorporated explicit training and scaffolding to mimic the modeled language, integratively forming habit (i.e., phonics, exercises ub connecting letters with their sounds). In phonemic awareness, the influence with local families exposure to Pandemic, and cultural mother-tongue early foundation schema were seen not affected by ILA. Social constructivists on the social context played in the reading process, that reading teachers knowledgeable about a particular culture could assist readers who were less knowledgeable, and thus the use of ILA (i.e., teachers unlock wordmeanings, and emphasizing oral language skills in reading) were suited to address such gap. The study also showed that success of every teaching for reading supported the concept of Kintsch (2018) construction-integration model of text comprehension - that both Behaviorist's emphasis of code (emphasis of words through symbolic alphabet) and Social Constructivist's emphasis of meaning (vocabulary comprehension of words). Thus, skills in phoneme isolation, identity, categorization, blending, segmentation, and deletion were needed to be integrated as effective integrals to ILA.

Recommendation

With the DepEd's Every Child a Reader Program (DO 14, S. 2018) pertaining to Informal Reading Inventory, the bridging of literacy gaps among learners with the national result of low achievement level in Math, Englsih, and Science were traced by the Department through intensifying reading proficiency with Hamon: Bawat Bata Bumabasa (3Bs) (DepEd Memo 173, s 2019). The utilization of ILA inside classrooms or in home studies equipped learners to become proficient, and independent readers. It showed capacitating DepEd readeing teachers while promoting culture of reading in school and even communities (i.e., limited f2f, ALS, etc.). Integrated with emphasis in phonemic awareness guide, this innovation based on experience and research could be adopted for regular language reading period and RRE schedule.Other future focus for research included the integration of a) mnemonics, b) media insertion, c) drill and practice strategy for interdependent learning. A separate inquiry to assess instructional guidelines in the skills in phoneme isolation, identity, categorization, blending, segmentation, and deletion were also interisting for action research implementation.

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