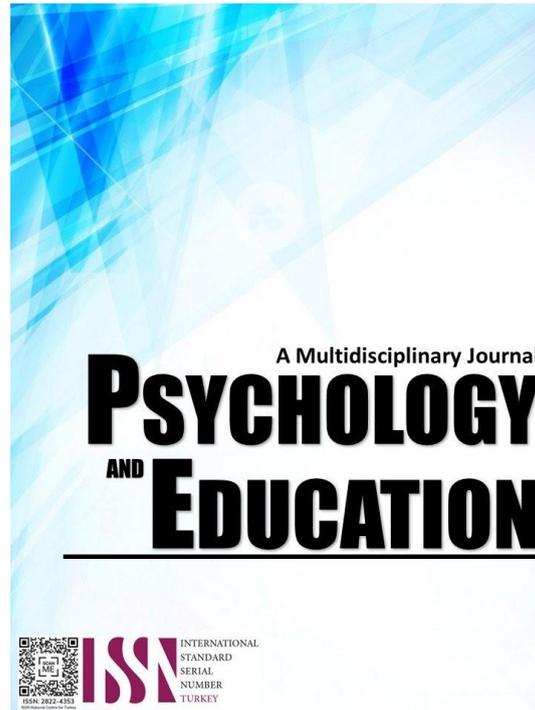


**READING PROFICIENCY LEVEL OF GRADE 12
STUDENTS IN ENGLISH FOR ACADEMIC AND
PROFESSIONAL PURPOSES: BASIS FOR
DEVELOPING AND EVALUATING READING
INTERVENTION MATERIALS IN ENGLISH**



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Reading Proficiency Level of Grade 12 Students in English for Academic and Professional Purposes: Basis for Developing and Evaluating Reading Intervention Materials in English

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Abstract

This study attempted to determine the Reading Proficiency Level in English for Academic and Professional Purposes of grade 12 students as basis for developing and evaluating reading intervention materials in English during the school year 2022-2023. The descriptive method of research was used with the survey questionnaire as the instrument to gather pertinent data. The teacher respondents were grouped into two categories according to qualifications: twenty (20) experts who and twenty (20) English language teachers. Based on the findings, the experts and the teacher respondents rated the developed reading materials in terms of objectives, springboard, lesson content, activities, reflection, and assessment with grand weighted mean ratings of 3.90 and 3.91, respectively, verbally interpreted as Very Highly Acceptable (VHA). The experts also claimed that the material caters for the new generation and can be a great help for teachers who have difficulties with various teaching strategies. On the other hand, the teacher respondents recommended the improvement of the materials by adding more colors to entice students to answer the exercises and to add topics for reading about Philippine setting, society, and culture.

Keywords: *reading, intervention materials, development, evaluation, english*

Introduction

Our lives during this COVID-19 pandemic have become marked by a persistent sense of uncertainty because of forced lockdowns and necessary quarantines (Caggiano et al., 2020). The education sector has had to make numerous emergency adjustments to existing practices (Talidong & Toquero, 2020; Williamson et al., 2020) to continue the provision of educational services. The Department of Education (DepEd) in the Philippines offered two alternative distance learning modalities, namely, pure online and hybrid (online and offline), which were supplemented with contextualized and standardized self-learning modules (SLM) crafted by teachers for each region of the country. In addition, the DepEd generated the Most Essential Learning Competencies (MELC) as a way of decongesting the curriculum and making schooling during the pandemic less stressful (DepEd, 2020a). The MELC-aligned SLM is the backbone of distance learning aimed at making education accessible to students, both online and offline, most especially to those who live in far-flung rural areas without internet access (DepEd, 2020b).

The MELC-aligned SLM is the backbone of distance learning aimed at making education accessible to students, both online and offline, most especially to those who live in far-flung rural areas without internet access (DepEd, 2020b). The distribution of print and digitized SLM would facilitate distance learning with

minimized risks of COVID-19 infection among students and school personnel. However, despite the training given to teachers and the quality assurance provided for instructional material and module development, the SLM received negative informal feedback. It now becomes imperative to investigate students' experiences in using the SLM in order to understand their interactions with new curriculum materials and inform similar future curriculum development efforts. In carrying out the K-12 Basic Education Program, the DepEd is mandated to adhere to sound educational principles including, but not limited to, the utilization of constructivist pedagogical approaches (DepEd, 2019a).

Amid the worst shock to education and learning in a century, global learning poverty is at crisis levels. This new report stresses that COVID-19-related school closures and other disruptions have sharply increased learning poverty, a measure of children unable to read and understand a simple passage by age 10. According to The Manila Times (2022) the recently released report on education by the World Bank (with Unicef, FCDO, USAid, and the Bill and Melinda Gates Foundation) could hardly show worse results for the Philippines. According to the data gathered, 90.9 percent of Filipino children aged 10 appear to be in a situation of learning poverty, while 90.4 percent are classified as suffering from learning deprivation. Additionally, 5 percent of Filipino children at that age are still unschooled.

The researcher believes that the most important finding is that the worrisome state of Philippine public education is not a consequence of the exceedingly long closure of schools during the pandemic — which only made the situation worse — but proof that the learning crisis comes from at least two decades of mismanagement. The conclusions of the report highlight that without urgent action, the countries affected face learning and human capital catastrophe and the future of those children may be at risk.

As Claessen et al. (2020) coined, reading difficulties are present in the world. The Program for International Student Assessment (PISA) Results from PISA 2018 revealed that reading is among the areas that fifteen-year-old students in the Philippines scored lower than those in majority of the countries and economies that participated in PISA 2018. The Philippines shared a significant rate of low performers among all PISA-participating countries and economies. That is, 80% of the Filipino students did not reach the minimum level of proficiency in reading. In response to this DepEd's 3Bs Initiatives, the Schools Division of Rizal has started its reading administration to elementary and senior high schools to assess the level of reading ability of the learners and determine their reading profile. It has a great hope that these learners who have reading difficulties can still be relieved of their reading problems by means of a suitable reading environment, teaching program and family support. The indispensable issue to be addressed here is the form of the environment, program and support that should be undertaken. The reading environments must be designed to eliminate the reading difficulties of students to make them feel relaxed and willing to express themselves. In addition to this, students' learning must be supplemented with materials in consonance with their interests and abilities coupled with support from the teacher and students' family members.

In addition to the above-mentioned reasons, the researcher who has been teaching for ten years has observed that a student who has poor reading proficiency also has difficulties in other subjects that use English as medium of instruction. The reading material teachers use may be useful, but there are still students who have been left behind. The researcher attempted to determine the reading proficiency level of the grade 12 students of Cainta Senior High School as basis for developing and evaluating materials.

Research Questions

This study attempted to determine the reading

proficiency level in English for Academic and Professional Purposes of grade 12 students a basis for developing and evaluating reading intervention materials in English during the school year 2022-2023. More specifically this study sought answers to the following questions:

1. What is the reading proficiency level of the grade 12 students based on Phil-Iri results?
2. What are the reading learning competencies in English for Academic and Professional Purposes that could be developed into Reading Intervention Materials based on the curriculum guide?
3. What is the evaluation of the experts and English teachers on the developed reading intervention materials in terms of the following parts?
 - 3.1 Objective;
 - 3.2 Springboard;
 - 3.3 Lesson Content;
 - 3.4 Activities;
 - 3.5 Reflection; and
 - 3.6 Assessment?
4. Is there a significant difference between the evaluation of the two groups of respondents in terms of the aforementioned parts?
5. What comments and suggestions are given by the two groups of respondents to improve the developed reading intervention materials?

Literature Review

Instructional materials or supplementary learning materials are used by the teachers to give a better quality of learning in students. Using different materials assures and provides students with various learning aids in optimizing learning information. These items are created to introduce various strategies to help optimize student learning. Yang (2018) claimed that many students process and retain information through lectures and visuals, others learn by reading the texts supplied with visual cues and exemplifications.

The handbook entitled "Developing Module for Self-Paced Learning" (2018), presents certain characteristics that will make self-paced learning modules effective. These include logical (sequence) feature where the steps reflect occupational steps, prerequisite knowledge, abilities, and difficulty; self-contained module in which learners can pick up or access it and begin work without instructor intervention, and can proceed through the module based on clear instructions about what to do in all likely situations, including what to do in the module; it

must be comprehensive that the module includes all the content that is relevant to the learning competencies or objectives; and cohesive denoting that the module content is well integrated and contributes to the learner's mastery of the competencies within a reasonable time.

Meanwhile, Rutzel (2017), as cited by Cordilla (2019), signified that having excellent reading comprehension skills is crucial. It increases the enjoyment and effectiveness of reading and helps not only academically, but also professionally, and in a person's personal life. Being able to understand the meaning behind the text helps children develop intellectuality, socially, and professionally. Learners in secondary level become deeply engaged in reading and their comprehension is always gauged through analysis, synthesis, and application where they are supposed to able to relate their learning in real-life situations. Reading comprehension is a major component of learning in all subject areas and much of it in high school is designed with the focus of preparing the students for their education goals.

In the study of Tamor (2018) teaching reading comprehension to non-readers and frustration level readers is different from the past. Teachers need to focus on extensive comprehension instruction with all students, not just successful readers. Barasaba (2017) articulated that reading comprehension is a complex process that requires different building-block skills. One model of reading comprehension purposes is that understanding a text requires three levels of skills: literal comprehension, inferential comprehension, and evaluative comprehension.

Teachers need to be prepared on how to design effective comprehension strategies and how to teach these to their learners (Tahira, 2020). She claimed that understanding the used of variety of strategies will help teachers in assessing reading weaknesses and providing appropriate instructions that will address the learning needs and abilities of struggling readers. A study by Tomas, Villaros, and Galman (2021) entitled "The Perceived Challenges in Reading of Learners: Basis for School Reading Programs" determined the main problem affecting the reading difficulty among learners. It is the poor reading ability mainly due to non-mastery of the elements of reading, presence of learners-at-risk, and no culture of reading in school.

Similarly, another reviewed study was conducted by Resngit (2020) who attempted to determine the reading comprehension level of the Grade 7 learners and proposed an intervention material. It was

concluded that the proposed intervention material was able to meet all the features above standards and therefore highly recommended for approval for utilization in Grade 7 classrooms. With the same purpose, a related study, cited and adopted by Morondro (2020) from the study Coles (2017), aimed to develop and evaluate a supplementary theme-based learning package in English 8 based on K-12 Curriculum. The salient findings of the study identified the top ten (10) difficult learning competencies in grade 8 English which were used as basis for developing a supplementary material which was perceived by the English experts and teachers as Very Highly Recommendable in terms of several criteria.

Methodology

The researcher used the descriptive method of research to determine the reading proficiency level of the Grade 12 students from their Phil-Iri results, a basis for developing reading intervention materials. To describe the reading proficiency level and to develop Reading intervention Materials, the researcher used Phil-Iri results and a survey checklist and questionnaire.

Participants of the Study

The participants of the study were the 20 English teachers and 20 experts as respondents who analyzed and evaluated the developed Reading Intervention Material for Grade 12 students under Frustration level in Cainta Senior High School.

Instruments of the Study

The primary instrument used in this study is a survey questionnaire. This was used to determine the evaluation of English experts and teachers on the developed reading intervention material for grade 12 students. The questionnaire developed by the researcher was checked by his thesis adviser and validated by experts. The comments and suggestions of the validators were integrated to improve the rating scale questionnaire. The Reading Intervention Material was evaluated based on the following aspects to determine its acceptability, objectives, springboard, lesson content, activities, reflection, and assessment.

Procedure

The prescribed syllabus of the Department of Education in English for Academic and Professional Purposes was used as the basis of the different lessons to be include in the reading intervention material. The



ten (10) reading learning competencies in English for Academic and Professional Purposes were included and used as basis of the developed reading intervention materials. After which, the researcher submitted a letter to the Principal of Cainta Senior High School and to the Principal of Carlos Botong Francisco Memorial National High School to obtain the school’s approval to conduct the study with the participation of their academic personnel. Then, the researcher secured permission for the school head to have their respective experts and teachers as evaluators of the present study. The Reading Intervention Materials were evaluated through the validated rating scale questionnaire. Lastly, the data in the questionnaires were gathered, tabulated, analyzed, and interpreted by the researcher. The information gathered was presented in the findings of the study.

Ethical Considerations

The researcher himself explained and gave the informed consent to each participant before the conduct of the study. He ensured them that the information would be used with utmost confidentiality and within the purpose of the study only.

Results and Discussion

Reading Proficiency Level of Grade 12 Students Based on Phi-IRI Results

Table 1. *Reading Proficiency Level of the Grade 12 Students Based on Phi-Iri Results for the School year 2022-2023*

Grade 12	English		
	Independent	Instructional	Frustration
PRETEST	546	378	20
POST TEST	814	120	10

Out of 944 grade 12 students who took part in pre-test, there were 546 students identified as Independent, 378 students as Instructional, and 20 as Frustrated. And for the post test, there were 814 students identified as Independent, 120 students as Instructional, and 10 students as Frustrated.

The identified frustrated students including the instructional ones will be utilizing the proposed output reading intervention materials in English for Academic and Professional Purposes to improve the students reading proficiency level.

Table 2. *Reading Learning Competencies in English for Academic and Professional Purposes that could be Developed into Reading Intervention Materials Based on the Curriculum Guide*

Learning Competencies	Code
Determines the structure of a specific academic text.	CS_EN11/12A-EAPP-Ia-c-1
Differentiates language used in academic texts from various disciplines.	CS_EN11/12A-EAPP-Ia-c-2
Explains the specific ideas contained in various academic texts.	CS_EN11/12A-EAPP-Ia-c-3
Uses knowledge of text structure to glean the information he/she needs.	CS_EN11/12A-EAPP-Ia-c-4
Uses various techniques in summarizing a variety of academic texts.	CS_EN11/12A-EAPP-Ia-c-5
States the thesis statement of an academic text.	CS_EN11/12A-EAPP-Ia-c-6
Paraphrases/ explains a text using one’s own words.	CS_EN11/12A-EAPP-Ia-c-7
Outlines reading texts in various disciplines.	CS_EN11/12A-EAPP-Ia-c-8
Summarizes the content of an academic text.	CS_EN11/12A-EAPP-Ia-c-9
Writes a précis/abstract/summary of texts in the various disciplines.	CS_EN11/12A-EAPP-Ia-c-10

The table shows the reading learning competencies with codes as prescribed syllabus by DepEd in English for Academic and Professional Purposes which were used as basis of the developed reading intervention materials for grade 12 students.

These reading competencies are important to scaffold the students to improve reading proficiency level. The students must develop the said reading competencies in order for them to respond positively in any reading task for any discipline. The reading learning competencies are the topics translated in the developed reading intervention materials in English for Academic and Professional Purposes for Grade 12 students.

Evaluation of the Experts and English Teachers on the Developed Reading Intervention Materials in English

The data in the table show that the teachers and experts



evaluated the developed reading intervention materials in terms of objectives as Very Highly Acceptable (VHA) as indicated in the computed overall weighted mean ratings of 3.95 and 3.91, respectively.

Table 3. Respondents' Evaluations on the Developed Reading Intervention Materials in English as to Objectives

The objectives of the lesson are:	Respondents			
	Teachers		Experts	
	WM	VI	WM	VI
1. well-defined and presented using simple terms.	3.90	VHA	3.90	VHA
2. easy to understand.	4.00	VHA	3.90	VHA
3. include significant goals and relevant skills for the learners.	3.95	VHA	3.95	VHA
4. include the target skills needed by the learners.	3.95	VHA	3.90	VHA
Overall Weighted Mean	3.95	VHA	3.91	VHA
Standard Deviation	0.17		0.19	

This result implies that the objectives set in the materials satisfyingly met the expectations of the two respondents as the objectives are easy to understand and include significant goals and relevant skills for the learners.

Table 4. Respondents' Evaluations on the Developed Reading Intervention Materials in English as to Springboard

The springboard of the lesson:	Respondents			
	Teachers		Experts	
	WM	VI	WM	VI
1. is presented in every lesson.	3.85	VHA	3.95	VHA
2. has contained complete directions and purpose of the lesson.	3.90	VHA	3.85	VHA
3. is suitable to the content of every lesson.	3.85	VHA	4.00	VHA
4. contains noteworthy contexts that present the importance of the topic to one's life.	3.80	VHA	3.85	VHA
Overall Weighted Mean	3.85	VHA	3.91	VHA
Standard Deviation	0.26		0.17	

It can be seen in the table that both the teachers and the experts evaluated the developed reading intervention materials in English for Academic and Professional Purposes for grade 12 students in terms of springboard

as Very Highly Acceptable (VHA) as evidenced by the overall average weighted mean ratings of 3.85 with a standard deviation of 0.26 and 3.91 with a standard deviation of 0.17 respectively.

This finding implies that the springboard is suitable and contains the purpose of the lesson.

Table 5. Respondents' Evaluations on the Developed Reading Intervention Materials in English as to Lesson Contents

Lesson Contents:	Respondents			
	Teachers		Experts	
	WM	VI	WM	VI
1. are well organized and are easy to understand.	3.95	VHA	3.95	VHA
2. include information in the discussion presented using a simple language and can easily be understood by the learners.	3.85	VHA	3.95	VHA
3. present topics and examples suitable to the maturity level of the students.	3.95	VHA	3.75	VHA
4. insert topics and examples in the significant discussion to the day-to-day reality encouraged by the target learners.	3.85	VHA	3.90	VHA
Overall Weighted Mean	3.90	VHA	3.89	VHA
Standard Deviation	0.17		0.21	

The data in the table show that the teachers and experts evaluated the lesson content as Very Highly Acceptable (VHA) as indicated in the computed overall weighted mean ratings of 3.90 and 3.89, respectively.

These findings mean that both respondents strongly accepted that the reading intervention materials in English for Academic and Professional Purposes for grade 12 students in terms of lesson content are well prepared as they are organized and easy to understand.

The data in the table 6 show that the teachers and expert respondents evaluated the activities as Very Highly Acceptable (VHA) as indicated in the computed overall weighted mean ratings of 3.90 and 3.86, respectively.

The developed reading intervention materials as evaluated by the respondents made use of different formats such as videos and audios in presenting information. Findings show that the activities presented provide clear directions for the target learners. This further implies that activities are vital parts of presenting the lesson and help learners to learn new competencies.



Table 6. Respondents' Evaluations on the Developed Reading Intervention Materials in English as to Activities

The activities presented:	Respondents			
	Teachers		Experts	
	WM	VI	WM	VI
1. provide clear directions/ instructions for the target learners.	3.95	VHA	3.90	VHA
2. provide varied and interesting tasks capable of maintaining learner's interest and attention.	3.90	VHA	3.85	VHA
3. include activities that elicit the learners' understanding of the lesson.	3.95	VHA	3.80	VHA
4. enforce different approaches that stimulate critical thinking.	3.80	VHA	3.90	VHA
Overall Weighted Mean	3.90	VHA	3.86	VHA
Standard Deviation	0.17		0.22	

Table 7. Respondents' Evaluations on the Developed Reading Intervention Materials in English as to Reflection

The reflection in each lesson:	Respondents			
	Teachers		Experts	
	WM	VI	WM	VI
1. is presented using simple questions.	4.00	VHA	3.90	VHA
2. helps enrich the understanding of the students.	3.90	VHA	3.85	VHA
3. echoes recognizable real-life situations in which the lesson can be applied.	3.90	VHA	3.95	VHA
4. helps boost in-depth understanding and value about the lesson.	3.80	VHA	3.95	VHA
Overall Weighted Mean	3.90	VHA	3.91	VHA
Standard Deviation	0.17		0.17	

It can be gleaned from the table that the teachers and experts evaluated the reflection as Very Highly Acceptable (VHA) as evidenced in the computed overall weighted mean ratings of 3.90 and 3.91, respectively.

This means that the teacher respondents consider that the reflection is presented well using simple question, while the experts thought that the reflection helps boost in-depth understanding and value about the lesson as shown in the indicators with the highest weighted mean ratings of 4.00 for indicator, and 3.95 for indicator 4.

Table 8. Respondents' Evaluations on the Developed Reading Intervention Materials in English as to Assessment

Assessment	Respondents			
	Teachers		Experts	
	WM	VI	WM	VI
1. presents identifiable questions based on discussed lesson.	3.85	VHA	3.95	VHA
2. includes questions that prompt basic level of understanding.	3.90	VHA	3.95	VHA
3. is easy to understand and analyze.	3.85	VHA	4.00	VHA
4. contains cultural relevance to the target learners.	3.90	VHA	3.95	VHA
Overall Weighted Mean	3.88	VHA	3.96	VHA
Standard Deviation	0.19		0.12	

As presented in the table, both teachers and experts evaluated the developed reading intervention materials in terms of assessment with the overall weighted mean ratings 3.88 and 3.96 respectively which are interpreted Very Highly Acceptable (VHA).

This implies that the assessment set in the reading intervention satisfied the two groups of respondents.

Test of Significant Difference Between the Evaluations of the Two Groups of Respondents on the Developed Reading Intervention Materials in English

Table 9. Test of significant Difference in the Evaluation of the Two Groups of Respondents on the Developed Reading Intervention Materials in English as Regards Objectives

Respondents	n	OWM	s	Computed t Value	Critical t value	Decision	Interpretation
Teachers	20	3.95	0.17	0.66	2.02	Do not reject the H ₀	Not Significant
Experts	20	3.91	0.19				

It is evident in the table that the computed t value of 0.66 is less than the critical t value of 2.02. At 5% level of significance this shown that the null hypothesis cannot be rejected. As a result, there is no significant difference in the evaluation of the two groups of respondents on the developed reading intervention materials in English pertaining to Objectives.

This implies that the two groups of respondents strongly agree that the objectives of the developed reading intervention material is found well-defined,



easy to understand, informative, purposeful, and relevant to the target learners.

Table 10. *Test of significant Difference in the Evaluation of the Two Groups of Respondents on the Developed Reading Intervention Materials in English as Regards Springboard*

Respondents	n	OWM	s	Computed t Value	Critical t value	Decision	Interpretation
Teachers	20	3.85	0.26	0.90	2.02	Do not reject the H ₀	Not Significant
Experts	20	3.91	0.17				

The table depicted that the computed t value of 0.90 is smaller than the critical t value of 2.02. Thus, the statistical decision is not to reject the null hypothesis at a 5% level of significance. This means that there is no significant difference in the evaluation of the two groups of respondents on the developed reading intervention materials in English pertaining to Springboard.

This implies that the two groups of respondents conclude springboard of the developed reading intervention materials provide opportunity for the students to prepare for the lesson.

Table 11. *Test of significant Difference in the Evaluation of the Two Groups of Respondents on the Developed Reading Intervention Materials in English as Regards Lesson Contents*

Respondents	n	OWM	s	Computed t Value	Critical t value	Decision	Interpretation
Teachers	20	3.90	0.17	0.21	2.02	Do not reject the H ₀	Not Significant
Experts	20	3.89	0.21				

As reflected in the table, the computed t value of 0.21 is below the critical t value of 2.02. Therefore, at a 5% significance level the statistical decision is to fail to reject the null hypothesis. This suggests that there is no significant difference in the evaluation of the two groups of respondents on the developed reading intervention materials in English pertaining to Lesson Contents.

This implies that the two groups of respondents agree that the lesson content of the developed reading intervention materials provide necessary information to enhance the student' learning and development.

Table 12. *Test of significant Difference in the Evaluation of the Two Groups of Respondents on the Developed Reading Intervention Materials in English as Regards Activities*

Respondents	n	OWM	s	Computed t Value	Critical t value	Decision	Interpretation
Teachers	20	3.90	0.17	0.60	2.02	Do not reject the H ₀	Not Significant
Experts	20	3.86	0.22				

The table exhibited that the computed t value of 0.60 is less than the critical t value of 2.02. Consequently, the statistical decision is not to reject the null hypothesis at a 5% level of significance. This shows that there is no significant difference in the evaluation of the two groups of respondents on the developed reading intervention materials in English pertaining to Activities.

This implies that the two groups of respondents share the same view that the activities provide students with guided mastery as they develop their reading skills.

Table 13. *Test of significant Difference in the Evaluation of the Two Groups of Respondents on the Developed Reading Intervention Materials in English as Regards Reflection*

Respondents	n	OWM	s	Computed t Value	Critical t value	Decision	Interpretation
Teachers	20	3.90	0.17	0.23	2.02	Do not reject the H ₀	Not Significant
Experts	20	3.91	0.17				

Based on the table, the computed t value of 0.23 is lower than the critical t value of 2.02. At a 5% significance level, this indicates that the null hypothesis cannot be rejected. This implies that there is no significant difference in the evaluation of the two groups of respondents on the developed reading intervention materials in English pertaining to Reflection.

This implies that the two groups of respondents have the same view on the developed reading intervention materials as reflection part which help the students develop their own learning and how it changed.

Table 14. *Test of significant Difference in the Evaluation of the Two Groups of Respondents on the Developed Reading Intervention Materials in English as Regards Assessment*

Respondents	n	OWM	s	Computed t Value	Critical t value	Decision	Interpretation
Teachers	20	3.88	0.19	1.73	2.02	Do not reject the H ₀	Not Significant
Experts	20	3.96	0.12				

It can be seen in the table that the computed t value of 1.73 is below the critical t value of 2.02. Hence, the statistical decision is to fail to reject the null hypothesis at a 5% level of significance. This means that there is no significant difference in the evaluation of the two groups of respondents on the developed reading intervention materials in English pertaining to Assessment.

This implies that the two groups of respondents strongly agree that the assessment part gives useful information that helps improve students' learning and development.

Comments and Suggestions Given by the Two Groups of Respondents to Improve the Developed Reading Intervention Materials in English

The comments offered by the respondents to further improve the study were: a) The content of RIM is clear and vivid; b) They would be a great help for both teachers who have some difficulties with various teaching strategies; c) The materials contain new techniques and new strategies to cater the new generation; d) The material is very clear and organized. The activities are very interesting. The questions provided in the assessment are clearly discussed in the information sheets; e) The material has varied activities that the learners could explore to master different topics/competencies; f) The intervention materials offer a variety of strategies that can be easily understood by the teachers; g) The learning material offers various activities where learners can practice achieving mastery; and h) The material has comprehensive activities and lessons.

On the other hand, the suggestions offered by the respondents to further improve the developed reading intervention materials were: a) Put additional pictures and graphics to make the materials more presentable and interesting to the students; b) Design materials with more images and colors to entice students to answer the exercises; c) Some topics for reading can be about the Philippine setting, society, and culture; and d) Include more differentiated

Conclusion

Based on the findings of the study, the following conclusions were drawn: (1) The Reading Intervention Materials can be developed based on the prescribed Curriculum Guide by DepEd in English for Academic and Professional Purposes for Grade 12 students. (2) The respondents are very highly satisfied to the developed Reading Intervention Materials in English for Academic and Professional Purposes in terms of objectives, springboard, lesson contents, activities, reflection, and assessment.

Based on the findings and conclusions of the study, the following recommendations are offered: (1) The developed Reading Intervention Materials may be utilized by the grade 12 students in the instructional and frustration level to determine their effectiveness. (2) Teachers teaching other grade levels may develop other reading intervention materials using a different format. (3) Future researchers may also conduct parallel studies in other subjects on the development of learning materials.

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