IMPLEMENTATION OF EVERY CHILD A READER PROGRAM IN THE CENTRAL SCHOOLS OF AGUSAN DEL SUR DIVISION

by
Manilyn Montilla Magaso
manilynmagaso06@gmail.com

Abstract

This research aimed to determine the implementation of Every Child A Reader Program (ECARP) in the central schools of Agusan del Sur Division. The activities examined under such program included the ECARP activities like the Philippine Informal Reading Inventory (Phil-IRI), Drop Everything And Read (DEAR), Five Words A Week (FWAW), Reading Camp, Early Language Literacy and Numeracy (ELLN), Read Two Books A Year (RTBAY), Reading Remediation and Reading Intervention. Test of significant difference in the implementation of ECARP among central schools was tested.

This study used the descriptive-comparative research design. A researcher-made questionnaire was used to gather data from central school teachers on the implementation of ECARP. The Raosoft software was used to identify the sample size of respondents. Frequency, percentage, weighted mean, Kolmogorov-Smirnov test, Kruskal-Wallis Test and Mann-Whitney U Test were used to interpret the data gathered.

Results revealed that only 11 out of 13 central schools implemented all the suggested activities under ECARP. The two central schools failed to implement the Reading Two Books A Year (RTBAY) and conduct Reading Camps. There is a significant difference in the implementation of the program among central schools. This concluded that principals had the leeway to select the activities to be implemented under ECARP. School administrators should intensify monitoring ECARP implementation and see to it that all schools implement

the suggested activities under the program. Similarly, teachers need to implement the program religiously by identifying the word recognition skills and level of reading comprehension of every child in the class.

Introduction

Reading is a complex developmental challenge that we know to be intertwined with many other developmental accomplishments: attention, memory, language and motivation. Reading is not only a cognitive psycholinguistic activity but also a social activity (Cekiso, 2014).

The Department of Education (DepEd) is mandated to ensure that every child is a successful reader. Every Child A Reader Program (ECARP) in DepEd Order No.45, s. 2002 was launched to support the Philippine Informal Reading Inventory (PHIL-IRI) and other reading programs/activities that gauge the reading proficiency level of pupils and to help them become a reader suited at their own level.

In addition, Department Order No. 70 s. 2011 known as Guidelines on the Utilization of Funds for Every Child A Reader (ECARP) was released. It was designed to equip elementary pupils with strategic reading and writing skills to make them independent young readers and writers. It also provides a year-long training for teachers to make them multi-literate and independent problem-solvers of literacy problems in their schools. It is important to remember that a child's strong language, literacy and numeracy skills formed the base of his or her being a lifelong learner. When the needs of children are well addressed, teaching and classroom management become easier. The Reading Camp activity tends to meet the educational and emotional needs of children every summer by providing a free week of camp. The program helps nourish the mind of the learners and develop them holistically (Ronquillo, 2015).

The Department of Education implemented the different activities relative to reading such as Five Words A Week (FWAW), Read Two Books A Year (RTBAY), Drop Everything And Read (DEAR), spelling and other activities.

As observed there are still pupils who are non-readers. With this, the researcher is inspired to determine the implementation of Every Child A Reader Program in the Central Schools of Agusan del Sur Division.

Furthermore, this research study is significant to all teachers to be more sensitive to the needs of the pupils and be able to design new teaching techniques and strategies for the pupils to achieve better performance in reading. Parents' participation encourages pupils' participation in developing reading skills through follow-up readings at home for their children. More so, this study will inspire pupils to appreciate the importance of reading and its effect to their performances in school.

Theoretical Framework

Reading is one of the basic skills that learners need to develop. This is necessary because of its essential role in the learning process, not just in learning the English language but also in other subjects, as well. The Every Child A Reader Program (ECARP) is anchored on the Scaffolding Theory of Bruner (Grant, 2016). Bruner's scaffolding theory deals on the child's social environment and social interactions which are the key elements in the learning process. Bruner believed that when a child start to learn new concepts, they need an active support from teachers and other adults. At first, learners are dependent on their adult support, but as they become more independent in their thinking and acquire new skills and knowledge, the support can gradually fade.

Bruner's theory means that scaffolding can be applied across all sectors, in all ages and in aspects of learning. A child should have a strong foundation in reading. Teachers are the main supporters in teaching and learning process. Children gain more confidence and competence since they are supported by their teachers and parents (Wheeler, 2017).

In line with the Scaffolding Theory, ECARP implementation is a way of scaffolding wherein, the teachers serve as support to the learners by initiating the activities in ECARP like remedial activity in which the teachers while listening to the child reading gives the correct way of reading a word, if ever the child finds it difficult to read. In the same manner, in the conduct of the reading camp different performances showcase children's learnings in ECARP and, the teacher is busy coaching the child how to retell the story.

Statement of the Problem

This study aimed to determine the implementation of Every Child A Reader Program (ECARP) in the central schools of Agusan del Sur Division.

Specifically, it sought to answer the following questions:

1. What are the activities of central schools in the implementation of ECARP?

2. How do the central schools implement the Every Child A Reader Program (ECARP) through the following activities:

> 2.1 Philippine Informal Reading Inventory (Phil IRI);
> 2.2 Drop Everything And Read (DEAR);
> 2.3 Five Words A Week (Five Words A Week);
> 2.4 Read Two Books A Year (RTBAY);
> 2.5 Reading Camp;
> 2.6 Early Language Literacy and Numeracy (ELLN);
> 2.7 Reading Remediation; and
> 2.8 Reading Intervention

3. Is there a significant difference in the implementation of ECARP among central schools?

4. Based on the findings of this study, what intervention program may be proposed?

Hypothesis

Ho1. There is no significant difference in the implementation of ECARP among central schools in Agusan del Sur Division.

Summary

The following were the findings of the study based on the data analyzed;

Among the 13 central schools of Agusan del Sur Division, 11 central schools implemented all the activities under ECARP. However, the central schools of Patin-ay and Lapanigan failed to implement Reading Two Books A Year (RTBAY) and Reading Camp.

All of the 13 central schools implemented the ECARP activities such as Philippine Informal Reading Inventory (Phil-IRI), Drop Everything And Reading (DEAR), Five Words A Week (FWAW), Early Language Literacy and Numeracy (ELLN), Reading Remediation and Reading Intervention. However, Patin-ay Central Elementary School and Lapinigan Central Elementary School failed to conduct Reading Two Books A Year (RTBAY) and Reading Camp. There is a significant difference on the implementation of ECARP in the 13 central schools of Agusan del Sur Division.

Conclusion

The following conclusions were drawn based on the findings:

Principals and teachers in the central schools were very busy with many concerns and intervening activities, thus, the full implementation of the different activities under ECARP was difficult to attain.

Every Child A Reader Program implementation was sometimes forgotten by the principals and teachers because of the many intervening activities in the Department of Education. However, since it is a program by the Department, monitoring is done from time to time.

Hence, the Department initiated activities to enhance its implementation like the Early Language Literacy and Numeracy wherein Kindergaten to Grade 3 teachers were given continuous training on how to improve reading and numeracy skills among learners. On the other hand, specifically on the activities in ECARP, Reading Two Books A Year (RTBAY) and Reading Camp were not given emphasis among the central schools of Agusan del Sur Division. Principals and teachers find the activities tedious considering the overlapping of reports.

Central schools differed in the implementation of Every Child A Reader Program (ECARP). Significant differences in the implementation of ECARP was due to the unavailability of reading teachers and priorities of school learners, teachers and school heads.

Recommendations

The following recommendations were considered:

DepEd Personnel. While ECARP is given priority by the Department, monitoring of instructional leaders need to be done regularly. Reading activities need to be prioritized by the school heads. Pupils need to develop their reading skills by constantly visiting the school library. School libraries need to be functional.

School Administrators. School administrators need to intensify monitoring ECARP implementation. They have to conduct monthly oral reading monitoring to all grade levels to track the pupils' reading levels. They should allocate funds from the School MOOE that is reflected in the School Improvement Plan or Annual Implementation Plan for reading activities. In the same manner. Teachers should be sent to seminars and workshops related to ECARP in order to enhance its implementation. Similarly, LAC sessions may be designed to improve teachers' strategies and methods in teaching reading. Further, partnership with parents need to be enhanced to help them in the implementation of ECARP.

Teachers. Teachers need to conduct diagnostic reading to identify the reading levels of every pupil. Then, correct diagnosis must be done in order to give them appropriate remediations. They should conduct different activities to improve reading abilities of pupils such as reading camp, read-a-thon, FWAW, DEAR, and others. Further, they should be resourceful and creative in the implementation of this program. In addition, they should conduct monthly oral reading to all his pupils. Moreover, they should develop among their learners the love of reading.

Parents. Parents should be active partners of teachers in developing the reading skills of the pupils which could be done through remedial reading at home and provide reading materials to improve their children's reading level. Further, they should develop the love reading among their children.

Future Researchers. The future researchers may conduct studies on this topic that centers on variables not included in this study like the effects on the implementation of Early Language Literacy and Numeracy. (ELLEN)

References

Bashir , I. & Mattoo, N. H. (2012). Study habits and academic performance among adolescents (14-19) years. *International Journal of Social Science Tomorrow*. Vol.1, No. 5, 350-353.

Cekiso, M. (2014). Reading comprehension and strategy awareness. Retrieved on September 22, 2018 from https://rw.org.za/index.php/rw/article/view/23/

Cotter, J. (2012). *Understanding the Relationship between Reading Fluency and Reading Comprehension: Fluency Strategies as a Focus for Instruction*. Retrieved on January 22, 2019 from: https://fisherpub.sjfc.edu/cgi/viewcontent.cgi?article=1225&context=education_ETD_masters

Department of Education (2011). DepEd Order No. 70, s. 2011,Guidelines on the Utilization of Funds for Every Child A Reader Program (ECARP). Retrieved from http://www.deped.gov.ph/2011/09/08/do-70-s-2011-guidelines-on-the-utilization-of-funds-for-every-child-a-reader-program-ecarp/

Department of Education (2011). DepEd Memo No. 244, s. 2011, Declaring November as Reading Month of Every Year and November 25, 2011 as Nationwide Araw ng Pagbasa. Retrieved from http://www.deped.gov.ph/2011/10/25/october-25-2011-dm-244-s-2011-declaring-november-as-national-reading-month-of-every-year-and-november-25-2011-as-the-nationwide-araw-ng-pagbasa/

Department of Education (2002). DepEd Order No. 45, s. 2002, Reading Literacy Program in the Elementary Schools. Retrieved from http://www.deped.gov.ph/2002/09/11/do-45-s-2002-reading-literacy-program-in-the-elementary-schools/

Department of Education (2015) DepEd Order No. 12, s. 2015, Guidelines on the Early Language, Literacy and Numeracy Program: Professional Development Component. Retrieved from http://www.deped.gov.ph/2015/04/10/do-12-s-2015-guidelines-on-the-early-language-literacy-and-numeracy-program-professional-development-component/

Department of Education (2018) DepEd Order No. 24, s, 2018, Guidelines on the Utilization of the ELLN. Retrieved from http://www.deped.gov.ph/2017/04/19/do-18-s-2018-guidelines-on-the-utilization-of-the-2018-every-child-a-reader-program-funds-for-the-early-language-literacy-and-numeracy-program-professional-development-component/

Department of Education (2018) DepEd Order No. 14, s, 2018, Policy Guidelines on the Administration of the Revised Philippine Informal Reading Inventory. Retrieved from https://ischoolforms.tech/revised-phil-iri-guidelines-deped-order-14-s-2018-with-free-templates/

Diamond, G. L. (2016). *Teaching reading in the elementary grades.* Portland Pubic Schools.Wiley-Blackwell, Hoboken, NJ. Publication.

Firestone, W. K (2016). *Exploring relationships between reading attitudes, reading ability and academic performance among teachers trainees.* New York: An International Thomson Publishing Company.

Giron, P. (2013). *Enhanced of basic education program* (K to 12) powerpoint slides. Retrieved on August 13, 2018 from https://slideplayer.com/slide/6099113/

Grant, B.K., (2016). Strategies for scaffolding reading instruction. Retrieved on October 16, 2018 from https://www.amazon.com/Scaffolding-Literacy-Instruction-Strategies Classrooms/dp/0325006547

Guang, L. (2012). Effective reading remediation instructional strategies for struggling early readers. *Journal Social and Behavioral Sciences* 46, 822 – 827.

Hernando, S. Y. (2012). Improving reading skills of Grade VI pupils.

Issa, A., Aliyu, M., Akangbe, R. & Adedeji, A. (2012). Reading interest and habits of the federal polytechnic students. *International Journal of Learning & Development*.Vol.2, No.1, pp 470-486.

Janssen, B. C. (2010) .Comparison study in Holland to explore which self-questioning strategy was more effective: with or without guidance, how poverty affects classroom engagement. *International Journal of Educational Leadership.* Vol. 70, No. 8, 24-30.

Liebfreund, F. J. (2015). Success in informational text comprehension. *Towson University, Maryland USA. (Published Dissertation).* Retrieved on December 05, 2018 from: https://www.literacyworldwide.org/blog/literacy-daily/2015/09/03/informational-text-comprehension

Manalo, R. (2014) Reading for pleasure: we know what works. 1st ed. centre for Literacy in Primary Education. Retrieved from https://www.google.com/search?ei=3VagW53mA ojvjwSa_7_4Dw&q=manalo+2012+bibliographies +about+reading&oq=manalo

Miller, M. (2012). *Reading and study skills.* Fourth Edition. New York. McGraw- Hill Publishing Company.

Nederveld, M. (2012). The effective remedial reading program. Retrieved on January 27, 2019 from https://scholarworks.wmich.edu/reading_horizons/vol7/iss2/7/

Ogena, H. Q. (2013). Best practices on interventions for students with reading problems, best practices in school psychology. Retrieved on October 18, 2018 from http://www.nasponline.org.publications

Ronquillo, A. (2015). The benefits of the early language, literacy and numeracy program. Retrieved on November 18, 2019 from http://www.bicolstandard.com/2016/06/the-benefits-of-early-language-literacy-numeracy-program.html

Runo, B. (2010). *Reading difficulties and teacher oriented challenges in grade 5 pupils.* Retrieved on December 14, 2018 from: https://doi.org/10.117/1469787409104786

Traverse, E. L. (2012). Exploring relationships between reading attitudes, reading ability and academic performance among teacher trainees in Swaziland. Retrieved on December 11, 2018 from http:/uir.unisa.ac.za/

Wheeler, S. (2017). Learning theories: Jerome Bruner on the scaffolding of learning. Retrieved on December 09, 2018 from https://www.teachthought.com/learning/learning-theories-jerome-bruner-scaffolding-learning/

Wanzek, J., Vaughn S., Roberts G., and Fletcher J. (2011). *Efficacy of a reading intervention for middle school students with learning disabilities*. First Published April 11, 2012 Retrieved on December 22, 2018 from: https://doi.org/10.1177/0741932517749940