

# Parent – Teacher Perceptions on Content – Based Approach in Strengthening Reading Comprehension of Grade Two Learners in Novaliches Elementary School: A Sequential Mixed Method Research

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## ABSTRACT

Since the COVID-19 outbreak started, one promising teaching strategy has been implemented nationwide to meet the learning needs of learners even if they are staying at home. With a content-based approach, learners acquire language by engaging with relevant material. Because the subject matter is engaging, it encourages children to learn because they can employ the linguistic skills they have acquired in a real-world setting rather than just memorizing words. This sequential mixed methods research aimed to investigate the perceptions of parents regarding the implementation of a content-based approach in enhancing reading comprehension among Grade 2 learners enrolled for School Year 2022 - 2023 in Novaliches Elementary School. Through semi-structured interviews and pretest and posttest data, the study explored the key themes emerging from parental perspectives. Five parents were interviewed. Several themes relevant to their perceptions of Content-Based Instruction emerged: (1) Methods of Learning; (2) Learning Attitude; (3) Real – Life Applications; and (4) Impact on Overall Learning. The teacher-researcher document that the aforementioned framework is helpful in understanding the experiences during the teaching and learning sessions conducted at home. The study also highlighted the importance of parent-teacher collaboration in supporting learners' reading development. Moreover, parents generally had positive perceptions of the content-based approach in strengthening reading comprehension. They appreciated the engaging and relevant nature of the approach, as well as its impact on their children's learning attitudes and skills. The findings suggest that the content-based approach is an effective strategy for improving reading comprehension among Grade 2 learners.

**Keywords:**— Content – Based Approach, Parent – Teacher Perceptions, Reading Comprehension

## CONTEXT AND RATIONALE

Comprehension is defined as the ability to process text, understand its meaning, and integrate it with what the reader already knows. There is a high number of learners who struggle with reading comprehension and understanding the skills involved in successful reading comprehension as revealed by the Philippine Basic Education stating that “Primary Education in the Philippines faces two huge problems which includes poor reading comprehension skills and poor performance in English, Mathematics, and Science.”

It is tempting to correlate the three areas and suggest that the dismal performance in English, Mathematics, and Science is due to poor reading skills. Since today's society is primarily characterized by the communication of information, regardless of the form, it is hardly necessary, to build up a case to argue that literacy, or the ability to read, is imperative to know what one is doing today. However, the present generation is also characterized by brevity. A person can manage quite well in the world these days by only knowing how to read. So, it is not enough to learn how to read; learners must learn how to love and recognize the truth which can only be achieved if learners have developed their reading comprehension skills. Therefore, especially for the younger readers, the skills must be enhanced using good literature with proper approaches. Teachers who are teaching English, Mathematics, and Science must have a broader knowledge and skills in the field. It is not only a matter of informing ideas about the content of the literature that they are discussing but also there should be a full understanding of its content.

Numerous studies have reported certain approaches that could help strengthen the teaching-learning process within the subjects. Amin Embi (2017) explains that the approach in teaching primary subjects is significant as it provides a framework of operations to be used when learners come to application. Based on the definition, an approach will influence teaching strategies. It is therefore the teacher's duty to develop and utilize various types of pedagogical approaches to find the lesson interesting to develop learners' reading skills.

Burder et al (2014) said that content-based instruction can assist English as a Second Language (ESL) students to achieve better learning and teaching outcomes, however, it is primarily used to understand the content, and may not help to develop critical thinking skills. ESL learners believed that the discussion made them feel positive about their ability to read scientific literature. Thus, specific tools for enhancing critical thinking in the ESL learner group should further be developed, with the investigation of the retention of these skills.

Now that our society is technology-oriented, a teacher must know how to apply and use these approaches in teaching literature to make classes interesting and fun for students. Therefore, this action research intends to reveal Parent – Teacher's perceptions on content – based approach as basis for strengthening learners'

## **INNOVATION, INTERVENTION OR STRATEGY**

In this study, the researcher focused on the perceptions of the parent-teacher and the utilization of a content-based approach in teaching English to Grade Two learners of section Marangal of Novaliches Elementary School. The above – mentioned approach used in the English class to improve their comprehension skills.

The researcher analyzed the topics as part of the Fourth Quarter's discussion, then, the content-based approach used in teaching English to Grade Two Marangal learners who served as the subject of this study. In addition, the researcher gathered the perception of parent-teacher with regards to the comprehension and performance level of the learners.

The researcher conducted a pre-test and post-test to determine the mean difference in learners' comprehension skills.

The results of this action research will enhance Grade Two learners' comprehension skills. The findings of this study will be disseminated through LAC Sessions, conferences, and publication. Likewise, it will be in accordance with the division of the Department of Education for archival for future references.

### **Action Research Questions**

This study aims to identify the perceptions of parent-teacher and strengthen the learners' comprehension skills using a content-based approach.

Specifically, this sought to answer the following questions:

What is the performance level of the Grade Two learners in terms of pre-test scores?;

What is the performance level of the Grade Two learners in terms of post-test scores?;

What is the perception of the parent-teacher as a para-teacher to the performance level of their learner?; and

Based on the findings of the study, what intervention program can be proposed?

### **Interview Protocol**

The interview protocol is as follows (prompts are included in parenthesis): How did you start your teaching and learning day? (Are you following the schedule given according to the Weekly Home Learning Plan?)

What are the difficulties you have encountered during your teaching and learning sessions? (Can you describe the interventions that you are applying to accomplish the given learning tasks?)

Do you think your child really understands the lesson? (Why do you say so?)

Does the learner apply the lesson to real-life situations? (Cite an example.)

On a scale of 1 – 5, with 1 being very poor and 5 being excellent, how will you rate your learner? (Why do you say so?)

SCALE	VERBAL DESCRIPTION
5 (Excellent)	The learner accomplished and submitted 100% of the output in English 2 Fourth Quarter or has acquired the target competency and showed commendable application in real life situations.
4 (Above Average)	The learner accomplished and submitted 90% of the output in English 2 Fourth Quarter or has acquired the target competencies.
3 (Average)	The learner accomplished and submitted 60% of the output in English 2 Fourth Quarter or has acquired some of the target competencies.
2 (Below Average)	The learner accomplished and submitted 30% of the output in English 2 Fourth Quarter or has not acquired the target competencies.
1 (Very poor)	The learner did not submit outputs or has not shown any of the target competency in English 2 Fourth Quarter.

## ACTION RESEARCH METHODS

The researcher included the Grade Two Marangal learners of Novaliches Elementary School as subject of the study. The researcher employed a mixed-method sequential design, which implies collecting and analyzing quantitative and qualitative data in two consecutive phases within the study. Such issues include deciding on the priority or weight given to the quantitative and qualitative data collection and analysis in the study, the sequence of the data collection and analysis, and the stage/stages in the research process at which the quantitative and qualitative data are connected and the results are integrated.

Mixed methodology is the cornerstone of research within social science that is experienced in everyday life (Creswel, 2011). Mixed methodology is described as being the third paradigm, third methodological movement and includes two (or more, or both) quantitative and/or qualitative approaches it no longer restricts the researcher to particular paradigms that have been traditionally the case and is considered a legitimate means of undertaking research to social and human science. Hoover (2010) using a mixed methodology can help understand the topic area in greater depth. It can help increase confidence in findings providing more evidence while offsetting possible shortcomings from using a single approach.

The researcher selected learners from Grade Two Marangal employing the purposive sampling technique. The flexibility of purposive sampling allows the researcher to save time and money while they are collecting data. It offers a process that is adaptive as circumstances change, even if it occurs in an unanticipated way. The researcher can meet multiple needs and interests while still maintaining the foundation of a singular focal point. That is why it becomes possible to produce a final logical outcome that is representative of a specific population. The researcher took a non-random approach to generate results that can then provide more information about future decisions that need to be made.

Meanwhile, the teacher – researcher made a questionnaire for this action research. This is to ensure that questions included are appropriate to the Philippine context. It consists of open-ended and multiple-choice. Each item was expressed in the participants' mother tongue. Questions aim to identify the teaching - learning process they carry out at home while they are in modular printed learning delivery and how they implement content-based instruction in teaching students despite the lack of knowledge in doing it and how they able to cope up with the difficulties they experienced.

The transcripts of the interviews and the reports emanating from the focus groups were analyzed using

interpretative phenomenological analysis. Interpretative Phenomenological Analysis (IPA) is a method for qualitative psychological research with an idiographic focus. Data gathering does not set out to test the hypothesis, and this position is maintained in data analysis. The aim is to explore, flexible and in detail, an area of concern. Transcriptions were implied and coded insignificant aspect, with the focus changing from side to side from the key claims of the respondent to the researcher's understanding of the connotations of those claims.

After transcribing the data, the researcher worked intensively and directly with the transcribe responses, annotating it intimately ('coding') for approaching into the participants' perspective and experience. As the analysis developed, the researcher catalogued the emerging codes, and subsequently begins to look for themes in the codes. The data was then subjected to the second level of coding in which the text of the analysis was reformulated in more general words. Upon the third level of coding, the researcher then proceeded by looking for coherence, differences, hierarchical structures and other issues relevant to the terms of reference.

## DISCUSSION OF RESULTS AND REFLECTION

This part concludes this action research. A summary of the quantitative research is presented, and the findings of the study are discussed and interpreted. The significance of this research in the context of the Parent - Teacher's Perception of the Content-Based Approach and Learner's Performance through pretest and posttest is examined.

**Table 1 Read words with short a, e, I, o, and u sound in CVC pattern**

Scores	Pretest		Posttest		Interpretation
	Frequency	Percent	Frequency	Percent	
5	6	42.9	14	100	Outstanding
4	8	57.1	-	-	Very Satisfactory
3	-	-	-	-	Satisfactory
2	-	-	-	-	Unsatisfactory
1	-	-	-	-	Poor
TOTAL	14	100	14	100	

The data shows that before exposure to CBI facilitated by the parent - teachers, majority of the learners fall under very satisfactory level when it comes to reading words with CVC pattern which composed of (57.1%). Surprisingly, there is a big difference in their performance after exposing to Content - based approach implemented by the teacher - researcher showing of (100%) which falls under Outstanding level. This implies that parents play a big role in guiding children in answering learning tasks that involve reading words with CVC patterns. Based on the results of the posttest and the observation of the teacher - researcher while giving the test, although majority of the learners are from a very satisfactory level, it is better for the children to have a good reading habit so that will consistently achieve an outstanding level in reading words with CVC patterns. Rebong (2019) postulated that good reading habit and appropriate reading materials will help develop their reading skills. Colorful and bold letter charts, flash cards, and other activities should be used by teachers to teach pupils how to read CVC patterns.

**Table 2 Match the picture with its sight word**

Scores	Pretest		Posttest		Interpretation
	Frequency	Percent	Frequency	Percent	
5	4	28.6	11	78.6	Outstanding
4	10	71.4	3	21.4	Very Satisfactory

3	-	-	-	-	Satisfactory
2	-	-	-	-	Unsatisfactory
1	-	-	-	-	Poor
TOTAL	14	100	14	100	

Table 2 shows the pretest and posttest results in matching the picture with its sight word. Majority of the learner - respondents during pre-test belong to very satisfactory level (71.4%) while after conducting the CBI, majority of the learner - respondents fall under outstanding level (78.6%). Related study was investigated by Strauber et al., 2020. They found out that children in the picture-embedded word condition performed significantly higher than those in the word-alone condition on an immediate post-training test and later retention tests.

**Table 3 Spell 2- syllable words with short a, e, i, o and u sound in CVC pattern**

Scores	Pretest		Posttest		Interpretation
	Frequency	Percent	Frequency	Percent	
5	6	42.9	8	57.1	Outstanding
4	1	7.1	6	42.9	Very Satisfactory
3	7	50.0	-	-	Satisfactory
2	-	-	-	-	Unsatisfactory
1	-	-	-	-	Poor
TOTAL	14	100	14	100	

The data reveals the pretest and posttest in spelling 2 - syllable words with short a, e, i, o and u sound in CVC pattern. There were 7 learners (50.0%) who got the score of 3 and only 1 (7.1%) of them got a score of 4 which fall under very satisfactory level. On the other hand, after exposure to Content - Based Instruction facilitated by the teacher - researcher, majority of the class (57.1%) got a score of 5 which falls under outstanding performance. The study is related to what Lee and Otaiba (2017) found out after examining elementary learners' spelling performance. The findings suggest that not all of the children achieved the desired standard as outlined by the Common Core State Standards. In addition, not every good reader was a good speller, and not every poor speller was a poor reader.

**Table 4 Use personal pronouns (e.g. I, you, he, she, it, we, they) in dialogues**

Scores	Pretest		Posttest		Interpretation
	Frequency	Percent	Frequency	Percent	
5	5	35.7	7	50.0	Outstanding
4	3	21.4	7	50.0	Very Satisfactory
3	6	42.9	-	-	Satisfactory
2	-	-	-	-	Unsatisfactory
1	-	-	-	-	Poor
TOTAL	14	100	14	100	

Table 4 presents the pretest and post-test scores in using personal pronouns (e.g. I, you, he, she, it, we, they) in dialogues. The data shows that in the pretest, it was clear that majority of the learners got a score of 3 that falls under satisfactory level. While on the post-test, learners got an equal number of scores of 5 under outstanding level and 4 under very satisfactory level with a frequency of 7 (50%).

**Table 5 Use the most frequently occurring preposition (e.g. on, over, under, to, from, above, etc.)**

Scores	Pretest		Posttest		Interpretation
	Frequency	Percent	Frequency	Percent	
5	3	21.4	7	50.0	Outstanding
4	4	28.6	3	21.4	Very Satisfactory
3	7	50.0	4	28.6	Satisfactory
2	-	-	-	-	Unsatisfactory
1	-	-	-	-	Poor
TOTAL	14	100	14	100	

Table 5 indicates a big difference in the pretest and post-test scores in using the most frequently occurring preposition (e.g. on, over, under, to, from, above, etc.) It was clear that the low score of the learners during pre-test is the opposite of their score in post-test having 7 (50%) from satisfactory to outstanding level.

A case study was conducted by Lorincz and Gordon (2012) on difficulties in learning prepositions and their possible solutions. Based on their findings, they suggest that teachers must take advantage of resources that provide learners with authentic input as well as take the time to explore the various meanings of prepositions and how they relate to one another.

**Table 6 Differentiate words with different medial vowels (eg: cap-cop-cup; fan-fin-fun)**

Scores	Pretest		Posttest		Interpretation
	Frequency	Percent	Frequency	Percent	
5	4	28.6	9	64.3	Outstanding
4	6	42.9	5	35.7	Very Satisfactory
3	1	7.1	-	-	Satisfactory
2	2	14.3	-	-	Unsatisfactory
1	1	7.1	-	-	Poor
TOTAL	14	100	14	100	

Table 6 indicates the pretest and posttest results in differentiating words with different medial vowels. It can be seen that in the pretest, majority of the learners fall under very satisfactory level (42.9%) while on posttest 9 out of 14 (64.3) got the perfect score which falls under the outstanding level.

It is supported by the study of Ramon - Casas et al., (2009) that monolingual children's robust knowledge of native-language vowel categories in words and shows that bilingual children whose two languages contain phonetically overlapping vowel categories may not treat those categories as separate in language comprehension.



**Table 7 Read phrases, short sentences and short stories consisting of words with short e, a, i, o, and u then answer the Who, What and Where questions about them**

Scores	Pretest		Posttest		Interpretation
	Frequency	Percent	Frequency	Percent	
5	3	21.4	6	42.9	Outstanding
4	2	14.3	8	57.1	Very Satisfactory
3	1	7.1	-	-	Satisfactory
2	2	14.3	-	-	Unsatisfactory
1	6	42.9	-	-	Poor
TOTAL	14	100	14	100	

The pretest and posttest scores of Grade 2 learners in answering WH questions reveal difficulties in reading comprehension of the learners. It was clear that the highest number of learners' scores in the pretest (42.9%) falls on the poor level while in posttest, majority of the learners got a score of 4 (57.1%) under very satisfactory.

Utilization of an Instructional Intervention developed by San Jose (2019) particularly in WH question using a Graphic Organizer was implemented in Banca – Banca Elementary School, a public elementary school in the Division of Laguna. Based on the posttest result after utilizing the materials, there is a significant increase in their scores that targeted the learning competency's mastery level. It showed favorable results, therefore, it is hereby recommended in the continuous implementation of this project and can be replicated by other grade levels who had encountered this type of weakness of the pupils yet can be recommended to use by other schools.

**Table 8 Read short a, e, o and u words in CVC pattern (pan, beg, hot, nut...)**

Scores	Pretest		Posttest		Interpretation
	Frequency	Percent	Frequency	Percent	
5	4	28.6	5	35.7	Outstanding
4	6	42.9	9	64.3	Very Satisfactory
3	3	21.4	1	7.1	Satisfactory
2	-	-	-	-	Unsatisfactory
1	-	-	-	-	Poor
TOTAL	14	100	14	100	

Table 8 shows equal results of having the highest scores in pretest (42.9%) and posttest (64.3%) after assessing the reading skills of Grade 2 learners. It can be seen that the result slightly increased with a frequency of 3 when it comes to the posttest where the teacher - researcher gave the posttest to the learners.

In addition, the findings of the study of Goswami (2010) discussed that as an alphabet is acquired and visual codes become associated with these pre-existing phonological representations, the brain restructures its language-based representations into so-called 'phonemic phonology'. However, individual differences in the acquisition of phonemic phonology depend on individual differences in the quality of the phonological representations that were acquired prior to literacy. A specific problem with phonology suggests that a child will

have specific learning difficulties with respect to literacy.



**Figure 1. Research Paradigm of the Study**

The questions for this qualitative research are (1) what is the perception of the parent-teacher as a para-teacher to the performance level of their learner? and based on the findings of the study, what intervention program can be proposed? that led to the researcher to develop interview questions about parent – teachers’ perceptions on content – based approach. In order to be able to grasp the concept of content – based approach positively, an understanding of participants’ perceptions of content – based approach was needed.

## Perceptions of Parent – Teachers on Content – Based Approach

### *Theme 1: Methods of Teaching and Learning Sessions*

The participants had different perceptions to content – based approach. these perceptions focused on different acts before the implementing the teaching approach. for instance, to the question “how did you start your teaching and learning day? (are you following the schedule given according to the weekly home learning plan?),” participant 1 replied, “una, binabasa muna namin yung module para maipaliwanang sa kanila kung ano yung pinag-aaralan, tapos kapag naipaliwanag na sa kanila, saka naming sasagutan yung answer sheets. hinahayaan ko nalang siya, at siya ang pinapapili ko kung ano yung gusto nyang pag-aralan muna tapos pinapabayaan ko lang sya dyan, ngayon kung may hindi sya alam na sagot, tinatanong nalang nya sakn kung ano yung dapat nyang isagot don at ipinapaliwanag ko nalang sa kanya.” a participant offered a broader perception noting,

pagkagising nila sa umaga, papakainin muna, tapos pagkakain, maliligo, tapos pag ready na sila atsaka kami magmomodule. hindi na namin nasusunod kasi po minsan may mga gawain kami, kung kaliaan po kami free saka lang namin natuturuan ang anak namin.” participant 3 explain their ways on how to start teaching – learning process using content – based approach:

una po, syempre pakakainin ko sya bago po kami magturuan. nung una po ma’am, talagang nasusunod naman po. pero nito pong mga nakaraang buwan, ilang buwan talagang hindi naman po ako ang (nagtuturo), talagang hindi na po talaga naming nasusunod.

meanwhile, participant 4 responses, “magsisimula muna kami sa pag-aalmusal, tapos pagpapaligo sa kaniya, sunod magsisimula na po kami mag-aral.” moreover, lastly, participant 5 noted that, “binabasa ko po muna sa kanya, pagkatapos ko pong basahin ineexplain ko po sa kanya kung paano ang gagawin nya, babasahin ko po sa kanya yung question tapos pag hindi nya po alam, tsaka ko lang po sya tutulungan sa pagsasagot.” these findings are in alignment with the knowledge gleaned through the study conducted by ajideh (2003). as explained in their study that pre-reading tasks have tended to focus exclusively on preparing the reader for likely linguistic difficulties in a text; more recently attention has shifted to cultural or conceptual difficulties. however, pre-



reading, activities may not just offer compensation for second language reader's supposed linguistic or socio-cultural inadequacies; they may also remind readers of what they do, in fact, already know and think, that is to activate existing schematic knowledge

### *Theme 2: Learning Attitudes of the Learners*

In the line of interviews, participants remembered the difficulties they have encountered during the teaching and learning sessions and how they describe the interventions they applied to accomplish the given learning tasks. The reflections of the participants, a theme emerged that will be defined as the learning attitudes of the learners.

During the interviews, the participants responded to the question number 2, where Participant 1 noted that, "Yung pagbabasa nya ng mga English, minsan hindi nya napapansin yung mga tuldok, mga kuwit, atsaka syempre yung mga "S", minsan nagkakamali sya, hindi nya naisasama yung "s." Yung naging solusyon naman namin dun sa problema nya sa pagbabasa nya ng English, ang ginawa namin, ipinapaliwanang nalang namin sa kanya na, anak, pansinin mo yung tuldok kasi kapag may tuldok ibig sabihin nyan, hihinto ka ng kaunti bago mo idederetso yung pagbabasa. Tapos yung mga "s" naman na nagging problema naming, yun nga papansin syang mabuti kung may "s" o wala." Parents observed a positive change in their children's attitudes towards learning, particularly in reading. Participant 2 recalled:

"Minsan ay pagka wala sila sa mood, hindi namin magawa nang ayos ang pagmomodule. Pag minsan ang gising ay hindi maganda. Ipinapaliwanag ko sa kanya na pag hindi nya nagawa yung mga learning tasks, maaari syang bumalik sa Grade 2 pag hindi kami nakapag submit sa tamang oras."

Participant 3 explained it: "Yun pong pagtuturo, yung pagsusulat, pagbabasa. Hindi pa po nya talaga gamay na katulad ng iba na mabilis talaga, kasi wili pa sya sa paglalaro. Ang ginawa po namin, talagang sa totoo lang po, talagang ipinaintindi naman po namin sa kanya pero minsan kami pong dalawa ng ate nya, kami na po ng ate nya, ako ang nagsusulat Ma'am, talagang totoong kami na ang nagsulat para lang po mapabilis."

On the other hand, Participant 4 and 5 are both created a parent-child agreement before they conduct their teaching and learning sessions. Participant 4 stated:

nagkakaran po kami ng usapan, pag nagawa po nya yung mga gagawin nya po, magkakaran po sya ng premyo sa akin na tinapay, tapos yung gatas po nya at yung limang piso po nya, ok na po sya dun tapos gagawa na po sya."

Also, Participant 5 explained, "Ang sabi ko po sa kanya, kung ayaw mo muna (magmodule) sige maglaro – laro ka muna dyan, pero pagdating ko tayo nalang ang magtuturuan, anoman ang sasabihin ko sayo, gagawin mo at isusulat mo sa papel mo, at yung itinuturo ko sayo, ilalagay sa utak (isasaisip mo) para sa ganon, tanungin ka ng teacher mo, alam mo." This is strengthened by the study of Poulain et al., (2020) that the perceptions and reporting strategies of children and their parents can diverge considerably, in particular for behavior that is not easily observable or measurable.

### *Theme 3: Real – life Applications*

In the previous section brief mention was made of the participants who encountered difficulties during the teaching-learning sessions using the Content-Based Approach. Other participants employed methods to cope with the challenges encountered by their children. Learning attitude, learning macro skills, and parent-child agreement are among the difficulties revealed by the participants. Each of them has different strategies that enable them to make their child focused to learn the MELCs. Participant 1 noted: "Naiiapply niya yung napag-aaralan nya sa module, kagaya nyan kapag naglalaro sila ng cellphone, yung mga games nila don, syempre may mga instruction na english, nababasa nya nakikita ko naman na tama yung binabasa." While Participant 2 added:

"Kapag aalis naman kami ng bahay, yung bagang nakasakay kami sa jeep, lahat ng madaanan nya, binabasa na nya hindi katulad dati na wala pa syang alam. Talagang nakaupo lang sya, ngayon nababasa na nya, bawat daanan."

Parents valued the emphasis on real-life applications in the content-based approach. They believed that this helped their children see the relevance of reading and how it could be applied to their daily lives. Parents reported that their children were able to use the skills they learned in reading to solve problems and make informed decisions.

Meanwhile Participant 3 shared: “Yung iba po Ma’am, hindi ko naman po (malaman) minsan sa kanya eh. Mayroon naman po syang natututunan katulad nung Math, nung isang araw na tinuruan nyo, nagtatanong sya sa tatay nya, nagtuturuan silang magtatay.” Some of the participants supposed that their child applies their learning in daily living. As Participants 4 noted:

“Marami po syang naadapt dun sa mga lesson na pinag-aaralan po namin, sa module nya, yung po sa AP, sa Math po, medyo naipapaliwanag ko po sa kanya, tapos yung sa Filipino po, nakakaya naman po nya. Meron lang pong iba na talagang hindi ko po kayang ituro sa kanya, kaya masasabi ko po naman po na nakakaya naman po nya.”

Similarly, Participant 5 recalled that her child realized the consequences when he could not comply with what the teacher asked him to do while at home. As Participant 5 stated: “Minsan po, minsan oo, minsan po hindi. Sasabihin po nya, “Nay gagawa na ako, kasi baka ako’y mahuli sa module, sige gagawa na ako.”

#### *Theme 4: Impact on Overall Learning*

In the midst of interviews, participants were asked regarding the performance of their child. Participants relayed their experiences in their respective teaching – learning sessions. From analyzing the responses of the participants, several themes emerged. The themes that were selected represent essential insight into how learners have been rated by their parent. On a scale of 1 – 5, with 1 being very poor and 5 being excellent, 4 participants gave a score of 4 to their child and only 1 participant gave a rate of 2. Participants 1, 2, 4, and 5 talked about their child’s performance while accomplishing and submission of outputs in their English subject. Participant 1 noted:

“Bilang parent, ang irarate ko sa anak ko ay 4 lang kasi minsan pahirapan talaga sya pagawain ng module, kahit minsan naman naipapasa naman namin sya, kaya lang medyo kulang – kulang, tapos next pasahan saka lang namin maipapasa.”

Meanwhile, Participant 2 stated: “Para sa akin ay 4 kasi hindi ko naman masasabi na lahat ay alam nya at hindi ko naman lahat naituturo, kahit okay na sa akin ang 4 para sa kanya.”

On the other hand, only the Participant 3 have different views in giving rate to her child:

“Sa akin po kahit hindi ako teacher, talagang number 2 lang sya dahil yun naman po talaga, pero hindi naman po sya talagang as in na walang – wala, kumbaga sa akin number 2 lang po talaga hindi ko masasabi na 2, 3, 4 kasi ako po hindi ko magawa yung module ng anak ko eh,” she added.

Participant 4 discussed: “Sa tingin ko po mabibigyan ko po yung anak ko ng 90% kasi po, ang masasabi ko po yung halos yung iba po ay naiintindihan nya tapos yung 10% nandun po yung hindi na po talaga namin nagagawa at inihuhuli na po namin yung subject na English kasi hirap na po talaga yung bata kaya masasabi ko po na hanggang 90% lang po yung anak ko.”

Similarly, Participant 5 stated: “Sa tingin ko po, ang ibibigay ko pong grade ay number 4, kasi po hindi naman po lahat ng subject (naisusubmit) ay mga kulang din po siya, hindi naman po regular, minsan po ay nale-late ng pagbibigay. Nasusunod naman po niya ang mga module nya, pero hindi naman po sa lahat ng bagay ay natatapos nya.”

## CONCLUSIONS

Provided in this study as an output is an action plan in support of the implementation of DepEd Order Memorandum No. 173, s. 2019 entitled "Hamon: Bawat Bata Bumabasa (3Bs Initiative).

The percentage score of the learners significantly increased from pre- to post-test, indicating the effectiveness of the content-based approach in improving reading comprehension. Parents reported that their children were reading more frequently and with greater understanding. They noticed a significant improvement in their children's ability to comprehend and analyze texts.

Teachers noted increased learners' engagement and motivation during reading activities. The content-based approach made learning more relevant and interesting for the learners. Parents expressed satisfaction with the way the content-based approach made reading more enjoyable for their children. They observed a positive change in their children's attitudes towards reading.

Teachers reported that learners were better able to apply critical thinking and problem-solving skills to reading comprehension tasks. The content-based approach encouraged learners to analyze texts deeply and draw connections to real-world experiences.

Teachers appreciated the collaboration with parents in supporting learner's reading development. Parents were actively involved in their children's learning and provided valuable feedback. Parents had positive perceptions of the content-based approach in strengthening reading comprehension. The approach was effective in improving students' reading skills, increasing their engagement and motivation, and developing critical thinking and problem-solving abilities. The positive collaboration between parents and teachers was also a key factor in the success of the program.

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