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EFFECTS OF SUPPLEMENTAL READING ACTIVITIES
THROUGH FACEBOOK ON THE READING
PERFORMANCE OF GRADE SIX PUPILS

A THESIS
Presented to
College of Graduate Studies and Teacher Education Research
Philippine Normal University
Manila

In Partial Fulfillment
of the Requirements for the Degree
MASTER OF ARTS IN EDUCATION
with Specialization in Elementary Education

DAISY G. GREGANA

March 2015

APPROVAL SHEET

The thesis entitled **EFFECTS OF SUPPLEMENTAL READING ACTIVITIES THROUGH FACEBOOK ON THE READING PERFORMANCE OF GRADE SIX PUPILS**, prepared and submitted by **DAISY G. GREGANA** in partial fulfillment of the requirements for the degree Master of Arts in Education with specialization in Elementary Education, is hereby recommended for approval and acceptance.

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Abstract

Name : **DAISY G. GREGANA**

Title : **EFFECTS OF SUPPLEMENTAL READING
ACTIVITIES THROUGH FACEBOOK ON
THE READING PERFORMANCE OF
GRADE SIX PUPILS**

Key Concepts : **Reading Performance
Supplemental Reading Activities
Facebook**

Degree : **MASTER OF ARTS IN EDUCATION**

Specialization : **ELEMENTARY EDUCATION**

Adviser : **BERT J. TUGA, M.A.
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This study sought to determine the effects of supplemental reading activities on the reading performance of selected Grade 6 pupils. Fifty – seven Grade 6 pupils of SLSU Laboratory Schools participated in the study which employed pretest – posttest control group design. The reading performance levels of the experimental and control groups were investigated before and after the administration of the treatment or program in terms of vocabulary and reading comprehension. The significant difference between the results of the two groups after the treatment was evaluated.

After the administration of the treatment, the results revealed that the reading performance levels of the experimental group which was classified under the independent level was better in terms of vocabulary and reading comprehension compared to the control group which was classified under instructional level.

There was no significant difference between the two groups before the treatment in terms of the overall feature. However, the study found out that there was a significant difference between the two groups after the treatment and this showed that the experimental group had a better reading performance level than the control group. It was also further revealed that the SNS-supplemental reading activities were helpful in improving the reading performance level of the learners. As a result, an SNS-supplemental reading activities was developed.

Based on the findings and conclusions, the recommendations were drawn and made. Reading comprehension and vocabulary skills must be improved more through the use of SNS-supplemental reading activities focusing on the reading performance level of the respondents. The teachers must develop a number of activities with the target of improving the vocabulary and reading comprehension skills of the learners using Facebook as the medium. The activities to be made must be aligned to the target competencies.

Moreover, the teachers may use Facebook in educational activities such as in giving exercises for improving reading performance. Supplemental Reading Activities using Facebook as the medium may also be used in improving the reading comprehension and vocabulary skills of the learners since most of the learners are frequently exposed to using Facebook.

Furthermore, the teachers may develop a number of activities with the target of improving the vocabulary and reading comprehension skills of the learners using Facebook as the medium. More SNS-supplemental reading activities must be provided in improving the reading performance level of the respondents. The activities to be made must be aligned to the target competencies.

In the same case, more reading activities which are contextualized based on the experiences and/or the level of the learners may be provided. Using Facebook, the activities for vocabulary and reading comprehension must be in line with the current level of the learners to improve their skills until they achieved the target independent level.

Additionally, other social networking sites such as Twitter must be tried out in improving the reading performance level of the learners. Since Facebook has already been used and proven to be helpful in improving the reading performance of the learners, it is recommended that other social networking sites may also be tried and tested by teachers based on the target level and the target competencies.

Also, other researches concerning establishing the effective use of social networking site must include other variables and/or other grade levels to determine if the results will be the same or different in terms of varying variables considering the same SNS will be used.

Likewise, other researches concerning the use of other social media may be used to determine the effectiveness of other forms of technological devices or programs in improving the reading comprehension and the vocabulary levels of the learners.

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D.G.G.

DEDICATION

This work is humbly dedicated to my supportive husband, Edgar,
loving children, Yleida Loriz and Jeter Yñigo,
my very helpful and compassionate relatives,
my kindhearted and caring SLSU family,
my supportive friends and colleagues,
my understanding research advisers,
and to GOD Who gives me life,
strength, and everything
in the pursuit of this
intellectual
work.

D.G.G.

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CHAPTER 1

THE PROBLEM AND ITS BACKGROUND

1.1 Introduction

Nowadays, the use of internet has been an important feature of our present educational setup. Internet has served as the fastest medium in information dissemination that is helpful not only to students but to teachers as well. The use of internet has become inevitable to everyone especially to those engaged in academic work.

The internet through the World Wide Web (WWW) has created and provided different avenues for research and communication. It now offers various information-based systems (e.g., Yahoo and Google) and even communication-based systems (e.g., Friendster, Twitter and Facebook).

However, it is a fact that the internet, specifically its social networking sites (SNSs), may have both advantages and disadvantages. Internet and SNSs are generally helpful instruments to mankind. However, the abuse in using these sites has led to the addiction of the internet surfers. Specifically, in educational setting, students tend to get addicted to the use of internet like SNSs making them fail or become academically illiterate in the technologically literate society (Laurente, 2012).

Although the use of internet originated in the United States, its use has spread quickly throughout the world. According to Harris (2006), as cited in Raacke and Bonds-Raacke (2007), the use of internet and the amount of information available and its online communication capabilities have exponentially grown. With the advent of social

networking sites, the form of human communication and learning has also changed dramatically.

In the Philippine context, Filipinos have entered the cyberspace when the internet arrived in the country in 1994 (Austin, 2007). Since then, the ways people locate information, connect with other people, and entertain themselves have changed tremendously. Providing various avenues for learning, communicating, and entertaining, the internet becomes a necessity for employees, teachers, students, and other people. Offices communicate through emails; businesses advertise and sell in the net; people from all walks of life use the internet generally for communication, business, and entertainment.

With the rise and ease of digital technology, people can log online and in faster chatting with other citizens in any parts of the globe. Not anymore round, the world now is a flat structure because anyone can navigate the planet with their fingers through the different websites (Cassidy, 2006).

Furthermore, among the popular sites visited in the cyberspace are the Social Network Sites (SNSs) which are now becoming more popular across broad segments of internet users. SNSs such as Multiply, Friendster, Facebook, and Twitter have become a fad not only among teenagers but also among professionals and grown-ups (Austin, 2007). From these social networking sites, Facebook is the most famous one having the most number of users.

Facebook was started by the students of Harvard University in 2004 designed for the students of the school (Cassidy, 2006). Later, it spread to other universities and

gradually became a public domain. Facebook, whose users are rapidly increasing, is the second largest social network in the world and the largest one in the Philippines. In the Philippines, it is known that Facebook is generally used for the following: finding friends, supervision, video, picture, photo, music and idea sharing, games, organizations, politics, e-trade, sex, and denouncement (Grant, 2008). It is also reported that such social networks, as a means of communication, could be used for education.

Personally, the researcher has created an account to get updates from her husband, relatives, and old friends especially with those who are working abroad. It has also been a place to interact with pupils outside the classroom for the purpose of knowing their individual preferences. Sharing and tagging photos of school activities also help the researcher in collecting necessary documents for academic and extracurricular purposes. People create 'Facebook' accounts for various reasons and, in the last few years, it has become an important tool for online social interaction. With these reasons, Facebook has been used as a tool in some scholastic activities like group chatting for online discussion, photo liking, information/document sharing, announcement dissemination, and other educational purposes.

From this perspective, educational use of Facebook was thought to be a reasonable subject for the study because of the following reasons: the number of social network users in intense communication was high; every user knows the setting, and Facebook offers e-mails, forums, and chats as a learning management system did (Kayri & Cakir, 2009). On the other hand, it was critical to reveal the reasons for daily intended

use of the applications and rapid spreading since it could define possible factors to influence educational use.

Furthermore, internet and social network sites have been observed to have contributed to language learning in terms of reading and vocabulary acquisition. Constant exposure to this social networking site results to incidental vocabulary learning that happens when a learner is not directed to pay attention to vocabulary. Moreover, reading comprehension may possibly be enhanced as students are reading posts and writing their own status updates.

The researcher has thought that the influence of Facebook may be used as a springboard to improve reading performance among young learners. Moreover, it is apt to measure the popularity of 'Facebook' among the pupils during this time so that teachers may realize the influence of the internet in developing the reading comprehension and in engaging the learners into modern way of acquiring information. With this notion, teachers can think of possible ways to pre-empt or better use this technology as an ally of learning and not as a hindrance for learning.

As there have been no researches conducted in terms of SNS and reading performance, the researcher became more interested to see the function and effects of SNS to determine its valuable significance to the reading performance of the learners especially in terms of vocabulary and reading comprehension.

1.2 Conceptual Framework

Learning is perceived at its best point especially when many senses are involved in the teaching-learning process. In the world of language, there are five important macro skills that have been the central focus of the English language learning. These skills include reading, listening, speaking, writing, and viewing. Understanding these five skills is not an easy task. Many linguists claim that the most important skills that an individual must master is the reading skill (Cochran, 2003).

Brown (2004) claimed that reading is the most essential skills for success in all educated contexts. The present day society believes that the development of reading skills serves as the primary foundation for all school-based learning. Thus, various types of reading materials are produced to teach young children and adults to read with comprehension. For years, reading teachers, linguists, and other educators have defined reading based on the phenomenological perspective of understanding the skills resulting from the actual experiences the learners are engaged to.

Reading is a process, not a subject (Cochran, 2003). It is the process by which written language is understood; the process by which the other subjects are learned. To consider it a simplistic task is to limit the scope of what teachers and students must do to ensure true learning, thinking, and comprehension. Teachers must teach reading as a process to equip students with the skills, methods, and strategies necessary to make sense out of what is read. The ultimate goal of reading is to comprehend at the highest thinking levels by strategically applying and adapting skills to what is read.

In addition, reading also refers to activities as varied as a first grader's struggling with simple sentences in a storybook, a cook's following directions from a cookbook, or a scholar's attempting to understand the meanings of a poem (Chall, 2008). Reading exposes people to the accumulated wisdom of human civilization. Mature readers bring to the text their experiences, abilities, and interests; the text, in turn, allows them to expand those experiences and abilities and to find new interests. To reach maturity in reading, an individual goes through a series of stages, from readiness to adult reading ability.

Furthermore, Verghese (2005) defined reading as a decoding process. Admittedly, it is a very complex process involving many physical, intellectual, and mental reactions. Moreover, it entails the ability to recognize graphic symbols and their corresponding vocal sounds. It is impossible to learn to read without this ability which extends to complex groups of sounds called words, phrases, sentences, paragraphs, and chapters.

Verghese (2005) added that there are three important components in the reading skill: the recognition of the graphic marks, the correlation of these with formal linguistic elements, and the correlation of these with meaning. Reading becomes meaningful only if one gets at the meaning behind the graphic symbols through one's ability to recognize the semantic content of the graphic symbols and sounds that they represent.

The goal of reading is understanding or comprehending (Economic and Social Research Council [ESRC], 2008). In order to understand print, a child must be able to decode the words on the page and to extract meaning. A large body of research focuses on how children learn to decode text and how best to foster children's decoding skills.

Without comprehension or understanding the given context, reading is viewed as a useless skill. The main target of teaching reading is to teach for comprehension purposes as well. Learners should learn to read for meaning.

According to Nation (2005), reading comprehension is not a unitary construct but a complex skill dependent on a number of cognitive processes. To understand written text, a child needs to decode printed words and to access their meanings; relevant background knowledge needs to be activated, and inferences have to be generated as information is integrated during the course of reading.

Oakhill (2007) added that control processes monitor both ongoing comprehension and the internal consistency of text, allowing the reader to initiate repair strategies if comprehension breakdown is detected (at the simplest level, re-reading a section of the text). The complexity of reading comprehension presents challenges for assessment, especially as many of the cognitive processes that contribute to reading comprehension are covert and therefore cannot be directly observed or measured.

In achieving reading comprehension, the role of readers must be changed. A shift in reader's role must take place. Readers should no longer be viewed as solitary explorers trying to uncover the single main idea hidden in the bowels of a classic novel or as "passive consumers of authoritative interpretations" (Faust, 1994, p. 25).

Moreover, readers are active constructors of meanings, transacting with texts in particular times, places, and contexts (Rosenblatt, 1978). Readers come to the act of reading with their prior cultural, linguistic, literary, and life experiences. Readers draw upon these experiences as each reading is, "situated in dialogue with and in extension of

other readings” (Smagorinsky, 2001, p. 141). It has been said that reading is the most essential skill in all educated contexts. It would be hard for everyone to understand other subject areas without knowing the meaning of what has been read.

Nowadays, getting information has been easier. With the help of the internet, pools of information are provided for readers to search and understand. However, the internet as a tool has not been used properly by its users. Instead of using this as a tool for learning, its use has become a mark for illiteracy of students who tend to comprehend improperly due to the applications and programs that the internet provides.

As the age of information continues to explode in media, print, and cyberspace, those without a full grasp of the process are left further and further behind (Cochran, 2003). Those without access to the strategic process involved in reading comprehension—applying knowledge, analyzing situations, and synthesizing ideas—are lost.

Computers and the internet play an important role on how people locate information, connect with other people, and entertain themselves. Furthermore, social networking sites (SNSs) sprout and draw millions of people together for online interaction and faster communication of ideas and messages across the globe. Facebook and Twitter, to mention a few, are among the most popular web-based services that allow individuals to construct public or semi-public profile within a bounded system, articulate ideas with other users with whom they share a connection, and view and traverse their list of connections and those made by others within the system (Boyd & Ellison, 2007).

These SNSs have provided applications that sustain the interests of their target users. With these, these social networking sites have become very popular not only for

teenagers and grown-ups but also to the youngsters such as primary and intermediate pupils. Since Facebook is considered as the most popular and most widely used social networking site, integrating the use of Facebook into the improvement of the students' reading comprehension is seen necessary, if not imperative.

In addition, Facebook is currently considered as a popular platform for online social networking and its most active users come from age groups of teenagers and early teens. Since a platform allows students to spend most of their time after school, the researcher thought of integrating this social network into the improvement of the students' reading comprehension (Kayri & Cakir, 2010).

As found out by Kabilan, Ahmad, and Abidin (2010), students believe that Facebook could be utilized as an online environment to facilitate the learning of English. However, the researchers suggested that teachers or language instructors have to integrate this social networking site as an educational project with pre-determined learning objectives and outcomes for the learning experience to be meaningful.

Thus, in this study, the researcher prepared relevant reading activities for Grade 6 pupils using Facebook as a learning tool or platform in improving their reading performance skills. In this case, the Facebook becomes a helpful tool in improving the Grade 6 pupils' reading performance levels instead of viewing it as a hindrance to effective learning practices. Moreover, the researcher also sought to use Facebook as a valuable tool in providing interactive technology-based learning tool.

1.3 Conceptual Framework

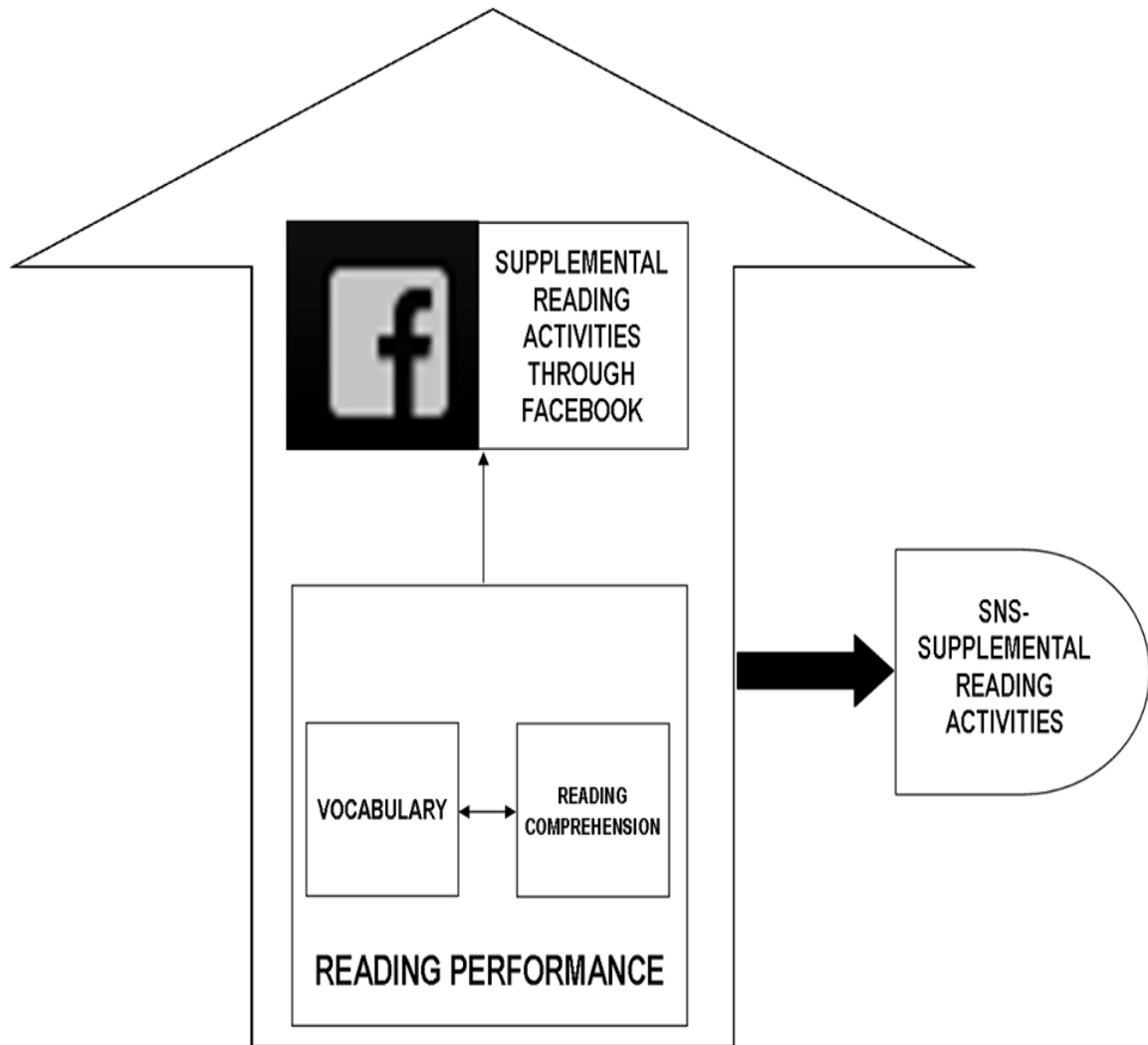


Figure 1. Conceptual Framework in improving the reading performance using the SNS-supplemental reading activities.

The conceptual framework showed the flow of improving the reading performance using the SNS-supplemental reading activities.

This model focused mainly to assess the reading performance level of the learners before and after the treatment. Reading comprehension was represented by the big arrow.

The arrow was positioned upward in order to show the flow of the process from the bottom to top. At the bottom part, the first step was placed. The square presented the components of the test of the reading performance. The reading performance indicators (the square) focused on identifying the reading performance level of the learners based on two elements: vocabulary and reading comprehension. These two elements were presented in connected boxes showing the interconnectedness and interrelationship between the two elements. These two components of reading performance were both important since these two serve as indicators in reading comprehension improvement. Vocabulary serves as an important factor. Without any understanding of the meaning of the word, readers fail in reading comprehension. In the same case, reading comprehension was very important considering as the word order or text structure was also as important, since connection among words in a context may also generate meanings. At the same time, the order of words may also affect the generation of meaning.

The next part of the bottom-up schematic diagram was the supplemental reading activities through Facebook. The reading performance level of the learners were sought to be improved using the SNS-supplemental reading activities. Such assumption was based on Kabilan, Ahmad, and Abidin's (2010) supposition that Facebook could be utilized as an online environment to facilitate the learning of English but "teachers or language instructors should integrate this... with pre-determined learning objectives and outcomes for the learning experience to be meaningful."

After which, the reading performance of the learners was evaluated which resulted to the development of the SNS-supplemental reading activities focusing on the different competencies for reading performance for Grade 6 English with the specific focus on vocabulary and reading comprehension. Likewise, the supplemental reading activities included the use of Facebook as an instrumental tool in achieving better or increased reading performance.

1.4 Statement of the Problem

The main objective of the study was to determine the effects of supplemental reading activities through Facebook on the reading performance of the Grade 6 pupils of Southern Luzon State University Laboratory Schools in Lucban, Quezon.

Specifically, it sought to answer the following questions:

1. What is the level of the reading performance of the experimental and control groups after the administration of the treatment in terms of :
 - 1.1 vocabulary and
 - 1.2 reading comprehension
2. Is there a significant difference between the levels of reading performance of the experimental and the control groups after the administration of the treatment in terms of:
 - 2.1 vocabulary and
 - 2.2 reading comprehension

3. Is there a significant difference between the pretest – posttest of the (a) experimental group, and (b) control group?
4. What SNS-supplemental reading activities can be developed to improve the reading performance of Grade 6 pupils?

1.5 Hypothesis

There is no significant difference between the levels of reading performance of the experimental and control groups before and after the administration of the treatment/program.

1.6 Scope and Delimitation of the Study

The study focused on determining the effects of social networking sites (SNSs), specifically, Facebook in the reading performance of the Grade 6 pupils of Southern Luzon State University Laboratory Schools in Lucban, Quezon.

The study was undertaken in two phases. The first phase was limited on finding the significant difference between the reading performance levels of Grade 6 pupils from the two (2) existing sections of Southern Luzon State University Laboratory Schools. All 57 Grade 6 pupils from the two sections were used as respondents of the study. The teacher utilized a standardized reading comprehension test known as the Gates-MacGinitie Reading Tests (Fourth Edition). The tests were basically written by Walter H. Macginitie, Ruth K. MacGinitie, Katherine Maria, and Lois G. Dreyer (2000). These reading tests were utilized to check the reading comprehension level of the pupils before

and after the treatment. Data were gathered from July to September of School Year 2014-2015.

This study employed the experimental method of research utilizing the true experiment technique through the pretest – posttest control group design. All Grade 6 pupils coming from the two sections of SLSU Laboratory Schools were mobilized as participants.

Both groups, control and experimental used the traditional methods in the presentation and discussion of the target lessons. In such case, the difference was on the additional SNS-supplemental reading activities to be provided to the experimental group.

After the actual tests, the results of the pretest and the posttest of both control groups and experimental groups were assessed to determine if there was a significant difference between the results between the two groups.

Basically, reading performance deals or focuses on the values of vocabulary and reading comprehension. This is point of reference in dealing effects of the SNS-supplemental reading activities to the reading performance of the learners in terms of vocabulary and reading comprehension.

1.7 Significance of the Study

This study focused on determining the effects of social networking site like Facebook to the reading performance level of Grade 6 pupils of Southern Luzon State University Laboratory Schools. This would be beneficial since the effects of using

Facebook may be evaluated relative to its effects to the reading performance levels of the elementary pupils. Thus, this study may also benefit the following:

Pupils. These learners will be able to determine their reading performance levels. In the same case, they may be helped in improving their reading performance level through the supplemental reading materials that would be exposed to them. Thus, the improvement of their reading performance level may be achieved.

Reading Teachers. They will be helped in assessing the reading performance levels of their learners. The reading teachers will be able to adjust their reading styles and strategies in order to improve the reading performance levels of the students through the supplemental reading materials. The recommendations of the study may also be used for future reading plans. Additionally, the findings of this research may strengthen the educators' claim that internet technology could be a learning tool and not a distraction to the formal learning situation inside the classroom. In the belief that language is dynamic and learning takes place anywhere, teachers could think of possible ways of using social network sites to extend learning but not necessarily to steal the social space of the learners.

School Administrators. They will be given significant results they may utilize in preparing and planning reading enhancement program for the utilization of the pupils. Furthermore, regular reading programs may be made in order to aid not only the Grade 6 pupils but a concrete reading program for each grade level. In the same case, further recommendations that may be made based on the findings of the study may also be used for reading planning purposes.

Instructional Material Developers. The instructional material developers may use this study in developing alternative learning materials that learners can use in improving not only their reading skills but also other macro skills. The instructional materials that would be developed may not only be used inside the school but may even be helpful too at home. As part of teaching-learning process, this research would also be a great help in the educational milieu as a whole since it will lead to the realization of the influence of social network sites in the second language learning specifically reading performance—viewing it as a helpful tool and not as a hindrance for effective learning.

Parents. As guardians of the pupils, parents may be guided in close monitoring of their children's behavior in using Facebook. In the same case, they may even be involved in their children's reading improvement activities by monitoring their children's activities using social networking sites.

Future Researchers. They may use the different significant recommendations of the study in improving the present research work. Moreover, the present study may also be used as a guide or pattern in developing other supplemental materials not only for reading but also for writing, listening, speaking and viewing. Furthermore, this study can inspire for further research about the learners' preferences in social network sites and how these sites affect their personalities and learning capabilities.

1.8 Definition of Terms

To ensure better understanding of this research work, the following terms are defined either conceptually or operationally.

Facebook is a social network site that started out strictly for college students and was available by invitation only. Nowadays, anybody can create an account on this site. In this study, the researcher will use this specific site to find its relationship to the reading comprehension of the respondents.

Facebook Users are those pupils who created accounts in the social network sites and have been actively engaging themselves in cyber social interaction.

Supplemental Reading Activities refer to all the enrichment activities that were given to the experimental group through the use of the Facebook.

Reading Comprehension refers to the level of comprehension to the text or message which would be given to the Grade 6 pupils. It is also considered as an important indicator of reading performance necessary to improve academic performance.

Reading Performance refers to the level of ability of the learners in working over their reading competence in terms of vocabulary and reading comprehension specified by the curriculum guide for English 6 of the K to 12 Enhanced Basic Education Curriculum.

Social Network Sites (SNSs) are web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system. In this study, the researcher will use a specific social network site Facebook.

SNS-Supplemental Activities refer to the reading activities utilizing the Social Networking Site, specifically Facebook in providing avenue for learning. This

will be accessed by limited students composed only of the members of the experimental group.

Vocabulary refers to the meaning of a term based on the given texts or contexts.

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CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter presents the review of the related literature and studies that are linked to reading comprehension and exposure of pupils to the social networking site Facebook. It also includes the ideas and concepts gathered from different materials such as books, journals, unpublished researches and online resources.

Nature of Reading

Reading is an activity characterized by the translation of symbols, or letters, into words and sentences that have meaning to the individual (Chall & Stahl, 2008). The ultimate goal of reading is to be able to understand written material, to evaluate it, and to use it for one's needs.

Reading is a process, not a subject (Cochran, 2003). It is the process by which written language is understood; the process by which the other subjects are learned. To consider it a simplistic task is to limit the scope of what teachers and students must do to ensure true learning, thinking and comprehension.

As one of the four macro skills, reading greatly affects and sometimes associated with the other macro skills. Since reading refers to translation of symbols and letter, it involves two major processes such as the language comprehension and the process of decoding which are both necessary in understanding the meanings of the symbols.

Furthermore, Verghese (2005) defined reading as a decoding process. However, it is a very complex process involving many physical, intellectual and often reactions.

Moreover, it entails the ability to recognize graphic symbols and their corresponding vocal sounds. It is impossible to learn to read without this ability which extends to complex groups of sounds called words, phrases, sentences, paragraphs and chapters.

Reading is one of the four macro skills in language teaching-learning. It can be seen as an interactive process between a reader and a text which leads to automaticity or (reading fluency). In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing).

Alyousef (2005) added that reading skill is an active process of comprehending where students need to be taught strategies to read more efficiently (e. g., guess from context, define expectations, make inferences about the text, skim ahead to fill in the context, etc.

Brown (2004) claimed that reading is the most essential skills for success in all educated contexts. The present day society believes that the development of reading skills serves as the primary foundation for all school-based learning. Thus, various types of reading materials are produced to teach young children and adults to read with comprehension.

Furthermore, according to Papango (2011), reading may be described as “getting meaning” from written text and a reader’s skill in comprehension depends on three things: the background knowledge of the reader, the accuracy with which the reader responds to printed or written material, and the reader’s understandings of the message of

the text.

This means that reading involves a transaction between the mind of the reader and the language of the text. This also points out the fact that meaning is not in the text, rather, it arises during the transaction between reader and text in a given situational context, an event during which meaning evolves.

Types of Reading

Categorically, reading could only be extensive or intensive. Reading type depends on what forms or purposes do the reading processes function for.

Hedge (2003) explained that in extensive reading, the process could be done through skimming and scanning activities. In like manner, extensive reading is usually associated with the quantity of the reading materials or texts.

Hafiz and Tudor (n.d.) stated that the pedagogical value attributed to extensive reading is based on the assumption that exposing learners to large quantities of meaningful and interesting second language materials will, in the long run, produce a beneficial effect on the learners' command of the second language or the target language.

Extensive reading varies according to students' motivation and school resources. A well-motivated and trained teacher will be able to choose suitable handouts or activities books for the students. It helps in developing reading ability; it should be built into an EFL/ESL programs provided the selected texts are "authentic". Moreover, extensive reading enables learners to achieve their independency by reading either in class or at home, through sustained silent reading.

Another type of reading is the intensive reading. In intensive (or sometimes called as creative) reading, students usually read a page to explore the meaning and to be acquainted with writing mechanisms. Hedge (2003) argues that it is only through more extensive reading that learners can gain substantial practice in operating these strategies more independently on a range of materials.” These strategies can be either text-related or learner-related: the former includes an awareness of text organization, while the latter includes strategies like linguistic, schematic, and metacognitive strategies.

Generally, intensive reading activities make sure that learners are in the main exposed to relatively short texts which are used either to exemplify specific aspects of the lexical, syntactic or discoursal system of the second language, or to provide the basis for targeted reading strategy practice. The goal of extensive reading, on the other hand, is to ‘flood’ learners with large quantities of second language input with few or possibly no specific tasks to perform on the reading materials.

Reading Comprehension

Generally, reading is a complex process. Learners need several skills to master the art of reading and the art of comprehension. This is in support that reading skills enable readers to turn writing into meaning and achieve the goals of independence, comprehension and fluency.

One of the most important components in reading includes comprehension or understanding of the reading skills. Guthrie (2004) suggested that reading comprehension is the process of constructing meaning from text. The goal of all reading instruction is

ultimately targeted at helping a reader comprehend text. Reading comprehension involves at least two people: the reader and the writer. The process of comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message. A guide to reading instruction presents a model that integrates content knowledge, reading strategy, and motivational support.

Britton and Greaser (2004) suggested that a reading comprehension skill is a developed ability to construct meaning effectively, immediately, and effortlessly with little conscious attention.

A reading comprehension strategy is defined as an overt process consciously selected and used by a reader to aid the process of constructing meaning more effectively and efficiently. Once a student uses a strategy effectively, immediately and effortlessly with little conscious attention to construct meaning, it becomes a reading skill.

Comprehension is the ultimate goal of reading (Nation, 2005). Everyone agrees that reading comprehension is not a simple matter of recognizing individual words, or even of understanding each individual word as our eyes pass over it. All models of comprehension recognize the need for readers to build up a mental representation of text, a process that requires integration across a range of sources of information, from lexical features through to knowledge concerning events in the world.

According to the Primary Natural Strategy [PNS] (2006), reading comprehension is a highly interactive process that takes place between a reader and a text. Individual

readers will bring variable levels of skills and experiences to these interactions. These include language skills, cognitive resources and world knowledge.

Any act of reading occurs within a particular sociocultural and emotional context. This consists of elements such as the child's home culture, their previous experiences of reading and being read to, their expectations that reading should carry meaning, their motivation, their view of themselves as a reader, the purpose for reading the text, the cultural value placed on reading and the reading environments the reader experiences.

Moreover, reading comprehension is a much less natural act than listening comprehension (Kintsch and Rawson, 2005). Moreover, language use differs between oral and written language with a tendency for more complex forms to occur in writing. Therefore, while reading comprehension depends on listening comprehension ability, it also requires that additional strategies be brought to bear.

In formal terms, successful reading comprehension depends on the construction of a rich and elaborate mental model of the text that is read. This is often referred to as the situation model. The situation model can be thought of as an integrated summary of the contents of the text, which can be scrutinised in response to questioning.

The following are the steps in the construction of a situation model: (a) decoding of words and sentences; (b) extraction of explicit meaning; (c) merging of topics to form a logical structure; (d) organisation of key topics or themes (often requiring the generation of inferences); and, (e) what is understood as an integration of meaning elicited from text and prior knowledge that is activated as reading progresses.

In the same case, there are many teaching strategies for building and activating prior knowledge before and during reading. It is clear from this perspective that reading comprehension depends on the linguistic competences boosted by specific strategies for reading comprehension that are developed through reading experience.

Given the complex nature of reading comprehension, it is not surprising that some individuals have difficulties in this area. Individual differences in text comprehension have been observed in both developmental and college-aged populations. Thus, there is no shortage of evidence pointing to the fact that some individuals experience reading comprehension difficulties.

Thus, according to the simple view, reading comprehension is the product of decoding and linguistic comprehension (Nation, 2005). It follows from this that children with poor reading comprehension must have deficits either in decoding, linguistic comprehension, or both.

The logic of this view argues that reading comprehension deficits cannot be specific, but instead must be related to weaknesses in one or both of its component parts. For the children described above as having specific reading comprehension impairments, which component of reading comprehension is at fault? With this, Nation (2005) has conceptualized as diagrammatic representation of the simple view on reading.

According to this view of reading, reading comprehension is the product of word recognition skills and listening comprehension skills (Nation, 2005). Recognising (reading) the words on the page is vital to reading comprehension; if a child cannot read

the words, then they will quite obviously be unable to extract meaning from the written word.

Once written words are recognised they can be understood as long as they are in the child's oral vocabulary. Unfamiliar words that are not already in the child's oral vocabulary start to acquire aspects of their meaning from the context within which they have been read; that is, reading gradually becomes a major source of vocabulary development.

Once the words are recognized, they can be input to the language comprehension system to understand what a writer conveys. It is well recognised that children vary in the ease with which they can decode. They also vary in their listening comprehension, and consequently in their reading comprehension.

An effective reader has good word reading and good listening comprehension skills, as shown in the upper right quadrant of the figure. Poor reading comprehension can occur with or without poor word reading, as shown in both lower quadrants of the figure.

Levels for Reading Comprehension

Categorically, there are three levels of comprehension. It is critical to point out these levels before delving into the specifics of comprehension strategies. These levels are: literal level, inferential (interpretive) level and critical thinking (applied) level.

According to Cochran (2003), the sequence of comprehension skills and strategies from kinder to Grade 6 is as follows: (a) literal level (in here, pupils are expected to point

out details, pronoun reference, and sequence); (b) inferential (interpretive) level (pupils are expected to relate story to life experiences, main idea, cause and effect, draw conclusions, predict outcomes, and compare/contrast); and, (c) critical (applied) level (where pupils are expected to analyse character, setting, input events; real/make-believe; fantasy/reality; compare story elements; analyse summary plot; fact/opinion; theme; mood; author's purpose; and tone/intent).

Literal comprehension deals with all the obvious details in a reading selection, and nothing beyond that. Besides concentrating on details, literal comprehension also involves the skill of "pronoun preference" which requires matching characters to the pronouns used. "Sequencing" is another literal skill asking students to recall the events of the story in correct order.

On the other hand, inferential or interpretive level involves thinking about the passage to ascertain qualities such as main idea, cause/effect relationships, drawing conclusions, predicting outcomes, and comparing/contrasting the elements of the story.

Conversely, critical thinking or applied level analyse story elements like character, setting and summarizing plot. It also involves differentiating between real and make believe for younger students, and facts and opinions for older learners. Other factors such as author's time, intent and story mood are also explored.

Cochran (2003) added that it is important to note that the lowest level of comprehension is the literal level, but it is always used whenever inferential and critical thinking skills are employed. Therefore, literal comprehension is best stressed with young

learners in Grades K to 1 to teach the concept, then used as a springboard to the inferential/critical thinking levels for older students.

The same steps are followed for those in Grades 2-3, but more emphasis should be placed on the inferential and critical thinking aspects of comprehension.

Furthermore, pupils in Grades 4-6 are best directed exclusively to the inferential and critical thinking levels of comprehension since they utilize the literal aspect of comprehension when employing each skill.

Strategies for Reading Comprehension

Teachers need to model every step of the reading comprehension strategy for the learners to understand the process. “Talking Out Loud: demonstrates each thought pattern as the teacher guides the students through the concept.

Cochran (2003) presented three applications showing teaching and learning strategies for reading comprehension. These strategies are teacher models strategy, guided practice, and independent practice.

In Teachers Model Strategy, the teacher explains the strategy, demonstrates the strategy, and thinks-out-loud about the process involved in using the strategy. However, in Guided Practice Strategy, teacher connects strategy to students’ own lives; teacher and students practice the strategy together; teacher supports students as they attempt the strategy; and, students support each other by modelling/sharing their own thoughts. On the other hand, in Independent Practice, students apply the strategy on their own; and, students receive feedback from teacher (and other students).

Furthermore, some principal strategies for reading comprehension are listed below: (1) identify your purpose in reading a text; (2) apply spelling rules and conventions for bottom-up decoding; (3) use lexical analysis to determine meaning; (4) guess at meaning when you aren't certain; (5) skim the text for the gist and for main ideas; (6) scan the text for specific information; (7) use silent reading techniques for rapid processing; (8) use marginal notes, outlines, charts, semantic maps for understanding and retaining information; (9) distinguish between literal and implied meanings; and (10) capitalize on discourse markers to process relationships.

Moreover, there are five strategies that should be taught to ensure good reading comprehension (Brown & Palinscar, 1985 as cited in USA National Reading Panel [USA-NRP], 2000). These strategies are prediction, questioning, clarifying, imagining, and summarization. To varying extents, these skills draw upon linguistic and cognitive resources. In concert they can be used to ensure that children are able to build coherent mental models of the texts they read.

As to prediction, it could be argued that the ability to predict what a text entails is the first step to successful comprehension (USA-NRP, 2000). A reader obtains the first clues to what a text is about via its title. Together with the opening sentences this can help the reader decide if the text is appropriate to their purpose (in the case of non-fiction) or to activate a story schema (in the case of fiction). The good reader then actively looks for cues to enrich their mental model of the text as reading proceeds. In turn, the developing representation of the text can be used to set up expectancies at the

word, sentence and text levels. This will facilitate reading fluency and deepen understanding.

On the other hand, in terms of questioning and clarifying, an actively engaged reader can use self-questioning to monitor their reading comprehension and to help clarify points that they fail to understand (USA-NRP, 2000). Closely related to this is the use of the look back strategy to find information that is needed to resolve ambiguities. A successful comprehender knows how to generate pertinent questions, and can fall back on their mental model of the text to know where to locate relevant information.

According to USA-NRP (2000), imagining refers to the use of mental imagery to enhance text comprehension by enriching the mental model of a text. Many successful comprehenders translate the story they are reading into a series of images, almost like a film that can be replayed during story recall. Children who do not do this spontaneously can be taught to use the strategy to incorporate the details of what they read around a central theme.

Lastly, USA-NRP (2000) also stated that the process of summarization is perhaps most closely allied to the development of the situation model. Summarization involves the extraction of the gist and main themes of what is read (while putting aside the irrelevant details), and integrating the details into a coherent whole. Additional processes may include the evaluation of style and mood and making generalisations. Summarization depends on basic language skills, inferential abilities and knowledge and engagement with texts.

The Use of Computer and Internet Technology for Improving Reading

With today's technological advancement, it is very challenging for a teacher to drive students to grab a book to read. As Goodwyn (2000) comments, this is really a difficult time for all teachers especially for English teachers who are demanded by the students to teach them the basics and to improve their literacy while facing the challenges of a technological, computer-dominated society. Though computers cannot replace English teachers, they can certainly do some things better than any teacher; and they can undoubtedly improve the quality of our students' learning in English.

Nowadays, computer and internet access are more common in schools and houses especially in cities in contrast with the report of Gonzales (1994) that shows that "electronic classroom" cannot be possible in public schools in the Philippines (p. 57). Thus, he comments that teachers should not depend on gadgetry or technological aids but on human beings and their infinite capacity to learn and to adapt themselves to new challenges and conditions in the language classrooms of the future (p.64). However, this report is very far from the inescapable reality brought by information era of the 21st century. As we can observe, today's generation, which are called digital natives or Homo Zappiens, is bombarded with multimedia and wired to the cyber world. As teachers, the only way to get the most out of this technology is to use the different media to engage students to learn a language interestingly.

Digital technologies and virtual social networks represent a range of literacy practices involving symbiotic relationships among print, visual images acoustics, sounds, language, and performance (Kress, 2003). Communication and learning requires the

ability to read, write, and acquire information. Today, technology requires a type of literacy called digital literacy. Within communication, digital literacy involves the individual to read and write using digital information, such as the Internet. It involves engaging in obtaining information online and using sources to communicate. Individuals learn how to find, manage, and edit digital information (Pellettieri & Berman, 2008).

Computer-Aided Learning is a learning technique being employed in order to educate students via the use of computers. According to Sokolik (2006), there are many arenas in which computers equal, or surpass, human performance such its vast storage and bulk and fast processing on information. Moreover, networked computers have become an important tool of communication between users. Thus, many researchers have argued that computer mediated communication (CMC) presents an opportunity for authentic language used, making it an excellent tool in the language classroom. Social networking sites provide asynchronous and synchronous forms of CMC as it involves chat, discussion board, and e-mail.

The aforementioned claims of different authorities can be described as a disparity on the use of computers in classrooms. Goodwyn (2000) regarded computer technology as a distracter to instruction while Gonzales (1994) advanced the impossibility of computers in classroom. On the positive light, Kress (2003) elaborated the many integration of technology to various sensory skills while Pellettieri and Berman (2008) and Sokolik (2006) opined that the computer-aided learning is beneficial in improving communication skills.

The World of Facebook (as a Social Networking Site)

Facebook was started by the students of Harvard University in 2004 for only the students of the university. Later, it spread to other universities and gradually became a public domain (Cassidy, 2006, as cited in Kayril & Cakir, 2010).

Facebook, whose users are rapidly increasing, is the second largest social network in the world and the largest one is the Philippines. In the country, it is known that Facebook is generally used for the following reasons: finding friends, supervision, video, picture, photo, music and idea sharing, games, organizations, political reasons, e-trade, sexual reasons, and denouncement. It is also reported that such social networks, as a means of communication, could be used for education.

Boyd (2003) defines social networks as software products developed to make mutual interaction between individuals and groups easier, provide various options for social feedback and support the establishment of social relationships. The features of social networks are summarized as follows:

Most social networks provide users with information sharing facilities such as e-mail, chats, instant messages, videos, blogging, file sharing and photo sharing. Also, social networks have a database for users so that they can easily find friends, form groups and share things with those with similar interests, and provide users with opportunities for establishing on-line profiles and setup their own social networks.

As such, most social networks are free of charge, and are reviewed and recreated according to user feedback. Similarly, open source versions enable users

to develop their own applications to be integrated with sites. In more specific ways, social networks: enable users to reset their own access and privacy; therefore users decide what to share and to what extent they share; focus on individual based personal online groups rather than first generation online groups based on content, subjects or personal interests; allow constantly accumulating data update; allow data analysis; create a cooperative environment; support active model participation role through social features and chat facilities; provide interaction; provide users with a critical thinking environment; support active learning; provide school-student interaction and student-student interaction; increase student satisfaction with lessons; improve student writing skills; support informal learning; allow optional profiles open to everyone; allow contact lists; and allow users to follow connections between contact lists and other users in the system (Ajjan & Hartshorne, 2008; Mason, 2006; Ozkan & McKenzie, 2008; Selwyn, 2009; Bartlett-Bragg, 2006; Ferdig, 2007; Albion, 2007, Pettenati & Ranieri, 2006; Boyd & Ellison, 2007).

It is obvious that social network applications are closely related to many pedagogical points of constructivist approach, because of the above mentioned features. They also provide people with individualized, personal settings. It is thought that the number of studies on social network applications in education is low, and further studies and research on educational use of such tools are suggested, since the previous ones focused rather on identification, network structure, privacy and technology.

The Facebook Strategy to Improve Reading

One strategy to encourage reading comprehension for the students is to use Facebook, the highly popular social networking site that enable students to join online communities (Eggleston, Segrist and Smith, 2000). According to Lampe, Ellison, and Steinfield (2008), 'Facebook' has very broad participation amongst college attendees in USA, and has been growing in other populations as well like in the Philippines where many Filipino join 'Facebook' for years now. In 'Facebook', users can create profiles that include personal interests, affiliations, pictures, and virtually anything else a user wants to post. 'Facebook' presents students with choices about how to use technology in creative and useful ways while avoiding the bad effects. This is referred to as information literacy – the ability to negotiate the opportunities and risks of the Internet age. Students also craft their profiles which allow them to express themselves, communicate, and highlight their talents and experience (Educause, 2006). Moreover, there are also a variety optional, free, add-on “apps” that could engage students in learning a language.

The use of 'Facebook' to improve reading comprehension is not as deliberate and explicit as school teacher provides reading activities inside the classroom. Since 'Facebook' is a social networking site and not a purely educational site, it would be a crime to take away this social space from the students and turn into an educational space (Patricia, 2008). However, if the adults will allow students to continue use the social networking site without guidance, the students will be lost in the wired world of social network and will continue to abuse the use of 'Facebook' such as creating and maintaining online identity without self-reflection at the end. Researchers on social

online media and teenagers like Gardner (2009) as cited by Romary (2009) conclude that “the responsibility lies with adults (educators, policymakers, parents, etc.) to provide young people with optimal supports for good play and citizenship”. Thus, the researcher supports that the exposure of pupils to ‘Facebook’ influences their emotions, social skills, and communication and language skills and they must be guided how to use the site effectively and appropriately.

Several researches that focused on language learning and the use of computer and/or internet technology conducted locally and abroad are presented below in the succeeding pages in support of the present study.

In a study of English and Duncan-Howell (2008), a project by the students of Queensland University of Technology, Department of Business Administration was introduced. On account of the fact that the students constantly used Facebook, a group page to enable those students to assess experience and proceeding during the course was created. With the study, it was concluded that Facebook could be used as a supplemental tool in education as a result of the students’ digital proceeding and participation by the students.

Furthermore, in the study of Genc (2010), he presented reflections on educational use of the following applications introduced by Web 2.0 technology: Weblogs, podcast and video casts, wikis, social networks, bookmarks, tagging and photo sharing. The study included details obtained during three undergraduate and one post-graduate courses offered by Firat University, Department of Computer Education and Instructional

Technologies for a sample application of educational use of Facebook, a popular social network of the modern world, but the final reports were not presented.

Educational use of Facebook was thought to be an eligible subject for the study because of the following reasons: the number of social network users in intense communication was high; every user knew the setting and Facebook offered e-mail, forums and chats as a learning management system did. On the other hand, it was critical to reveal the reasons for daily intended use of the applications and rapid spreading since it could define possible factors to influence educational use.

As a result, the study presented an assessment of educational use of Facebook. The following sub-dimensions were examined: use of Facebook according to socio-demographic features; levels of Facebook acceptance; and, intended use of Facebook levels of educational use of Facebook.

In the study of Kayril and Cakir (2010) entitled *An Applied Study on Educational use of Facebook as a Web 2.0 Tool: the Sample Lesson of Computer Networks and Communication*, they have found out that Facebook, with an increasing number of users, is frequently preferred by students. The study also suggested that Facebook be used in education. It is natural that those who frequently use Facebook could easily use it in education, as well. The fact that learning management systems like Facebook present e-mail, forums and chat facilities together with personal profiles enables instructors to use the systems without introducing an additional teaching management system. Also, according to changing network management system, Facebook must be improved. The emergence of next generation networks and services has ushered in a new era of

technological advancement. At this time, the focus is to have some technology-independent, network-agnostic and completely autonomic management framework for networks and its related services.

In traditional classrooms, teacher talking time might be longer than student talking time (McBride & Wahl, 2005, as cited in Kayril & Cakir, 2010). This case is not experienced on Facebook. On the contrary, it is student centered. As lesson materials are saved on Facebook lesson page, students can access to information and answers to the previous questions by classmates do not prevent them from re-asking questions. In this respect, Facebook brings many educational advantages.

Furthermore, the study examined educational perceptions of university students about Facebook, a Web 2.0 tool. The attitudes of the students were measured by three different measurement tools within three months. The attitudes of the students included in the study group were strikingly heterogeneous. In correlational examination, it was seen that those who spent much time on Facebook perceived Facebook as an educational tool. In other words, those who had previously considered Facebook as a social setting had positive attitudes towards educational use of Facebook. It was shown that most of the students actively participated in virtual environment during the study, unlike the traditional method. It was observed that learning was shaped by the students, as constructivist approach suggested, and even lesson materials were developed by the students. In this respect, Facebook might be suggested as an effective learning environment.

In a study on educational use of Facebook, Fovet (2009) as cited in Kayril and Cakir (2010) claimed that cognitive, affective and psychomotor abilities of students on Facebook were examined. It was discussed that when instructors who wanted to use Facebook in education were aware of the advantageous and disadvantageous aspects of technology-human interaction, Facebook provided rich lesson content and effective learning in a virtual environment was possible because of advantages like interactive communication. The same study reported that Facebook under no supervision might entail disadvantages. In the present study, it was recorded that the students were under control and became more participant when the instructors acted as moderators on Facebook. In this sense, Facebook management must be under the supervision of instructors.

In the same case, Kayri and Cakir (2010) stated that Facebook may be helpful tool in improving the academic performance of the learners. In their study, they exposed their learners to various activities and enhancement strategies using Facebook and its applications to improve the performance of the learners. After a period of strategic intervention using Facebook, there is a significant increase in the academic performance of the learners making them more competent and more able to achieve the desired competencies of a particular learning area.

The Internet Connection as Academic Services Provider: An Assessment of Technology's Relevance to the Curriculum by Student Internet Users, a study conducted by Capricho, Obenque and Musni (2011) found out that the internet connection is significantly related to the academic services availed by the student internet users. Other

findings revealed that internet speed can provide satisfaction or dissatisfaction to the users depending on the activities they intend to do; computer-specification performance level depends on functionality and ease of use; computer-aided academic activities maximize students' learning; computer-aided academic services are influenced by the quality of internet connection, and students, regardless of their academic programs, have the same perceptions as regard the quality of the internet connection.

On the other hand, Valderama (2011) in his study entitled *The Effect of Online-Modular Instruction to Mathematics Achievement of High and Low Math Ability Groups of Students* found out that his study noted the deterioration in the achievement level of the low Math ability group exposed to online modular instruction. While it discovered neither improvement nor decline in Mathematics achievement of the high Math ability group of students. As a result, the experimental methodology in teaching Mathematics is not advisable for use to low Math ability groups. However, it could be adopted in teaching students with high Math ability especially when teachers need to attend other functions and could not attend the class.

In the study of Raacke and Bonds-Raacke (2007) entitled *MySpace and Facebook: Applying the Uses and Gratifications Theory to Exploring Friend-Networking Sites*, they noted that the increased use of the Internet as a new tool in communication has changed the way people interact. This fact is even more evident in the recent development and use of friend-networking sites. However, no research has evaluated these sites and their impact on college students. Therefore, the present study was conducted to evaluate: (a) why people use these friend-networking sites, (b) what the

characteristics are of the typical college user, and (c) what uses and gratifications are met by using these sites. Results indicated that the vast majority of college students are using these friend-networking sites for a significant portion of their day for reasons such as making new friends and locating old friends. Additionally, both men and women of traditional college age are equally engaging in this form of online communication with this result holding true for nearly all ethnic groups. Finally, results showed that many uses and gratifications are met by users (e.g., “keeping in touch with friends”). Results are discussed in light of the impact that friend-networking sites have on communication and social needs of college students.

Conversely, Swartz (2012) conducted a study which presents comparison of two instructional approaches, 6 + 1 Traits Writing and Interactive Editing in a seventh grade social science class over a two week period. The comparison was conducted in order to measure students’ achievement in reading comprehension and quality of writing. Participating students in this study were selected using a table of random numbers and assigned to either the 6+1 Traits Writing group or the Interactive Editing group.

The study used a pretest to establish baseline achievement scores using a sample reading passage and comprehension questions from the district adopted curriculum. Students were also asked to write summary and scored using the California Standardized Test (CST) released writing rubric. Instruction was given to group A), using the 6 + 1 Traits Writing approach while group B), received instruction using the Interactive Editing approach. A posttest was subsequently administered at the end of each instructional treatment using the same reading passage, comprehension questions, and writing

assignment. Two independent writing judges scored students' writing using the CST rubric. Results indicated improvement in students' comprehension and writing for both treatment groups. However, the Interactive Editing group showed greater achievement in reading comprehension and quality of writing compared to the 6+1 Traits Writing group.

Raacke and Bonde-Raacke (2007) provide clear ideas that the Facebook may also be a helpful guide in improving reading abilities of the learners considering the different effects and applications that this social networking site may provide. This will not only engage learners in learning but may also provide interactive learning activities that may be a helpful tool in reading comprehension improvement procedures.

They also provided the same study emphasizing the effects of Facebook in achieving better academic performance among the learners. The results showed that the learners are able to easily understand the target lessons or topics with the employment of Facebook. There is a significant increase in the performance of the learners who used Facebook in learning than those who did not.

Their claims provide an idea that Facebook can really improve performance among the learners. In the present study, considering the use of Facebook in the reading comprehension level of the learners shows that the learners who are engaged in reading activities through the use of Facebook are able to increase the level of their performance in reading comprehension and vocabulary with the help of Facebook.

Moreover, Xie (2010) highlighted the value of game-based activities to improve vocabulary among the learners. In her study, she found out that the learners who were exposed to game-based activities were able to improve better their vocabulary skills

compared to those who were not exposed to such activities. The study began with the learners having the same vocabulary range ending with those in the experimental group having better vocabulary levels.

Laurent (2012) in her initial study on the utilization of Facebook in improving the vocabulary used by the students in the development of their functional conversational language found out that learners are conversing or communicating in a very limited language for communication due to the limited vocabulary range. This poor vocabulary range is the target in improving the vocabulary capacity of the learners.

The present study is in high connection with the cited studies concerning the importance of providing interactive materials that may be best help to the learners in improving vocabulary abilities. In this case, the use of Facebook has been so helpful to make the learners in the experimental group be able to develop better vocabulary level than those who did not use Facebook in improving their vocabulary range.

Furthermore, Penner-Wilger (2008) conceptualized the importance of improving the reading comprehension level of the learners. In her study, she provided various comprehension enhancement activities through the use of games, line interpretation, songs, and quotations to improve the comprehension level of the learners. In her study, she was able to improve the reading comprehension level of the learners especially with the group which was exposed to such type of activities.

On the other hand, Antonio (2007) created video presentations focusing on comprehension levels of the learners. In his video presentation, he incorporated sound effects and pictures that would help in vocabulary enhancement. He found out that the

reading comprehension level of the learners was improved with the help of the video presentations.

The studies cited emphasized the classification of reading materials that may improve the reading abilities of the learners especially when the reading materials used are able to address the needs and the interests of the learners. The teachers must then use materials that are catchy on the part of the learners. At the same case, these materials must also be able to sustain the interests of the learners in reading the materials providing proper and better avenue for comprehension improvement.

Meanwhile, Gilakjani and Ahmadi (2011) added that teachers must expose the learners to various reading materials suitable for their reading level and mental capacity. Exposition of learners to various reading materials that are not appropriate to their levels may not totally improve the comprehension skills of the learners. At the same case, this may even lead to bigger and deeper problems in terms of comprehension. In the same case, not exposing the learners to various learning materials may even lead to much bigger problems of not improving their comprehension skills at all.

As such, Verhoeven and Perfetti (2008) valued the importance of multimedia text for reading comprehension based on cognitive theory of multimedia teaching which is very helpful in the improvement of the reading comprehension abilities of the learners considering the analysis of the performance of the learners between the pre-test and the post-test results. The learners are able to increase their reading comprehension capacity describing the importance of vocabulary and comprehension in understanding the text. Non-exposure of learners to multimedia materials may result to non-improvement of their

reading comprehension skills considering that the 21st century learners are considered to be digital learners. This leads to the discrepancies of reading capacities between those who used multimedia materials and those who did not.

Meanwhile, Djiwandono (2009) conducted classroom action research concerning the meagre amount of vocabulary that his students learn from their English class. Using 'Facebook', a social networking site that has been gaining increasing popularity among today's young generation, the researcher the site to enhance his students' vocabulary learning. He hypothesized that a possible cause of the students' average of the number of learned vocabulary items is their limited exposure to the textbook and 'Facebook' can enable them to increase their number of vocabulary items. The research is aimed to determine whether the sharing of reading texts through 'Facebook' helps the students increase their vocabulary mastery. The researcher compared the students' scores before they were given the treatment, and after they were given the treatment. The researcher concluded that the treatment, that is, the sharing of reading texts through 'Facebook' helps the students increase their vocabulary mastery.

More clearly, Swartz's (2012) study relates to the present study by virtue of assessing students' reading comprehension. On the other hand, Djiwandono (2009) involved in his study the use of 'Facebook' as a tool for learning aside from being just a tool for communication.

In terms of reading comprehension development, Wolf (2012) highlighted that reading comprehension seems to be low at the beginning of each intervention procedures. Providing reading remediation plans is the best solution to increase the level of the

learners' performance in a given task or activity. It is necessary that learners having low performance be given enough remedial attention.

He also emphasized the strategic application of reading comprehension activities to improve the two features of reading comprehension. Without the value of these two features, reading comprehension level may not be labelled and corrected based on the level of the learners. While it is common that learners have common reading comprehension level, this must be strengthened to increase the reading comprehension level of the learners.

Furthermore, Perfetti (2007) also mentioned that the basic reading comprehension levels of both the control and the experimental groups do not differ from one another in the first step of a certain study in reading through the employment of a pre-test. The pre-test is usually low since it tries to diagnose the level of the learners to give an idea to the teacher on where and on what point to start with.

Vocabulary and comprehension of the text serves as the two common points of reading comprehension (Perfetti, 2007). He also mentioned that the basic reading comprehension levels of both the control and the experimental groups do not differ from one another in the first step of a certain study in reading through the employment of a pre-test.

He pointed out that the pre-test is usually low since it tries to diagnose the level of the learners to give an idea to the teacher on where and on what point to start with. These two components of reading comprehension must be improved so that they would not be barriers or setbacks in achieving proper academic performance of the learners.

Meanwhile, Dela Paz (2009) emphasized that the necessity to determine the level of reading ability of the students is necessary. Providing diagnostic test to determine the students' reading level helps in thinking where to start and what to provide in terms of reading remedial activities for the students to cope up with their level that they must be engaged with.

In the same case, Glenberg, Goldberg, and Zhu (2009) emphasized the value of providing remediation activities or actions in order to increase the reading comprehension of the learners. It is normal that learners may have poor reading comprehension level. However, it must not interfere with the academic capacity of the learners. For the reading comprehension not to interfere with the learners' capacity in academic activities, the teachers must provide alternative ways to increase the reading comprehension levels of the learners.

Furthermore, they exposed their respondents to videographic activities letting the learners read the selection through the use of video presentations. The learners were able to improve their reading comprehension levels after a certain period of exposure to video-based reading materials.

Moreover, Duke and Pearson (2004) noted the necessity of providing effective practices for developing reading comprehension level of the learners. Thinking of the best possible solutions is not easy considering the extent of the problems on comprehension of the learners. It is the reason why it is important that the learners be given remediation activities related to what they like or what engage them as learners.

In terms of vocabulary development, Rolloff (2012) clarified the importance of vocabulary in the establishment of reading comprehension. Vocabulary serves as an important feature of reading which provides one's lexical knowledge on the words featured in a particular language. He added that most of the learners have poor vocabulary range making it difficult for them to understand a given text or context.

He also found out that vocabulary may still be improved through the help of a particular learning material or strategy. In his study, he used the game-based approach in improving the learning capacity of the learners in terms of vocabulary development. From the result of the pre-test, he found a significant increase in the post-test through the use of the game-based approach in improving the lexical range of the learners.

In his study, he also found out that vocabulary problem is clearly seen based from the results of the pre-test. The pre-test identifies the extent of the problems in terms of vocabulary that must be given attention by the teachers for the learners to increase their vocabulary or lexical range.

In the study of Del Rio (2010), he cited the importance of the development of the vocabulary skills of the learners. There is a prescribed number of vocabulary or lexical capacity that a particular learner must have depending on his or her age and/or grade level. This level is something that must be coped up by the learners making the initial steps for vocabulary development important and/or necessary.

Ke (2010) also stated that vocabulary is the key to better understanding of the text. A problem in vocabulary means a problem in comprehension. The systematic

application of vocabulary enhancement activities must be properly conceptualized to come up with the best solutions to improve the vocabulary of the learners.

Her study provides support to the present study emphasizing the value of vocabulary enhancement program to improve the vocabulary of the learners as stated and mentioned in the post-test as illustrated between the post-test results between the experimental and the control groups.

Further, Cadavido (2014) noted in his study on the effectiveness of Wordex in enhancing the lexical capacity of the learners that proper vocabulary remediation program must be provided in enhancing the lexical capacity of the learners. In here, remediation activity must be enjoyable and full of fun to ensure the learners' sustainability in enhancing their learning capacity.

It is recognizable that learners under the experimental group would really have the increase in their vocabulary development considering the increase of the results between the pre-test and the post-test (Cadavido, 2014). The learners are really expected to improve since the activities provided for the vocabulary enhancement is really helpful and is based on the interest of the learners. Thus, it is expected that they would really improve their reading vocabulary skill.

In the same case, Yee (2010) mentioned that vocabulary plays an important role in reading comprehension. Without it, a problem in understanding might occur especially on the exposure to words which are uncommon or unfamiliar to the learners. He emphasized that there is no basic differences in the level of reading comprehension between the experimental and the control groups considering that the members of the two

groups are taken from the same bigger group having the same characteristics and qualities.

He added that it is also common that learners may have a workable reading comprehension level in terms of vocabulary at the beginning of a particular period. From this point, the teacher must provide necessary attention to achieve better vocabulary level among the learners. In a vocabulary in reading study that he conducted, he focused his attention on the lexical levels of both the experimental and the control groups having the same level of vocabulary development.

He also found out that providing a multimedia-based learning activity may enhance learning among the learners especially in terms of vocabulary improvement. To achieve better comprehension level, learners must be then exposed to reading comprehension-based activities focusing on vocabulary development which may be best enhanced through the use of multimedia materials.

He also made it clear that learners who did not use any materials in the improvement of their comprehension skills are least expected to improve their reading comprehension capacity considering the lack of materials and strategies. This only means that learners must be given proper attention in identifying what they really need in terms of materials and strategies. Teachers must be able to scrutinize the appropriateness of the materials to the academic and mental levels of the learners.

On the other hand, Leandro (2007) emphasized that it is expected that both the control and the experimental groups have almost both the same level of vocabulary considering they both came from the same or uniform group. In the context of the

remediation program, the analysis before the treatment would serve as the important skill levels that must be enhanced in providing proper vocabulary enhancement activities.

Pour-Mohammadi and Abidin (2012) emphasized that better enhancement activities be given to the experimental group to provide better results. In terms of vocabulary, this may be enhanced through the use of various activities. After a certain period of implementation, there may be a significant increase in terms of the vocabulary level of the learners.

According to the National Reading Panel (NRP) (2007), vocabulary is best improved when learners are exposed to several and different activities concerning the different lexical aspects in the development of better vocabulary bank. It is considerable that learners may not be able to improve his vocabulary skills if they will not be exposed to different activities focusing on vocabulary development.

In addition, Obregon, Garcia, Diaz (2009) also noted that vocabulary building activities are very much available everywhere. Teachers must just be responsible enough in finding and selecting which activities suit best to the needs of the learners. At the same case, if no activities are employed among the learners, then improvement in their reading level should not be expected from them.

Meanwhile, Salcedo (2008) also cited the importance of providing remediation activities to the students. It is also obvious that students may not improve their vocabulary skills considering there is no action provided in improving their lexical levels. Non-providing of vocabulary development materials may lead to non-improvement at all.

As the control group has not received any improvement or remediation activities, they would really not improve their existing or present lexical capacities.

In the given contexts, it shows that vocabulary improvement may only be done if the learners will be exposed to various activities responsive of their needs and interests. It is more like that the learners will not have much improvement in terms of their vocabulary as portrayed by the results since the learners were not even exposed to various activities that may be helpful in improving their vocabulary levels.

As such, Perfetti, Landi and Oakhill (2004) also cited the importance of the development of reading comprehension of the learners. The best way to improve their comprehension skills is by providing them important activities that may enhance comprehension through the use of reading activities that address the needs and the interests of the learners. Using materials that address the learners' interests provide a venue for them to sustain their learning capacity to be focused on the given enhancement activities.

In terms of comprehension, Coiro (2011) cited the importance of establishing comprehension in reading. Without this factor, the learners will not be able to understand the features of the context that he or she is reading. Problem in comprehension also serves as a setback for understanding. Without comprehension, reading will be useless and unpurposeful. The main target or goal of reading is to translate the authors' idea to the readers' mind through the use of text. This will be a problem if the main purpose of reading will not be achieved.

In addition, he also stated that particular materials in reading which, if utilized properly, may significantly improve the reading comprehension level of the learners. It is very common that if a material is properly utilized, the materials will surely be helpful in improving the comprehension level of the learners leading to a better academic performance. With the use of appropriate materials or strategies, problem in comprehension will not serve as a setback for understanding of the target context or concept.

Meanwhile, Serafini (2013) noted that comprehension is a big problem among the learners in the basic education. He had found out in his study that most of their learners have poor comprehension level which served as their data in finding solutions on how to improve the poor comprehension level. The level of comprehension provides necessary views in achieving possible solutions to solve this problem.

He also noted that comprehension is a serious problem that must be addressed in order to achieve better academic performance. In his study, he found out that learners under the experimental group are able to improve their reading comprehension skills through the employment of the developed reading materials. The performance level in reading comprehension significantly improved from the pre-test to the post-test of the given results.

Meanwhile, Macalintal (2012) emphasized that comprehension is the most important skill that the learners must have in reading. One may be fast in terms of reading but may be poor in comprehension. Teachers must be able to equalize the reading speed of the learners and so with their reading comprehension level based on their grade level

capacity. Diagnosing their comprehension level is the best step to initialize reading comprehension remediation program.

In the same case, Dreyer and Katz (2006) stated that comprehension serves as the main drive for reading understanding. Comprehension drives the learners to understand the target concept subject for comprehension activities. It is the most difficult ingredient in reading yet the most important in order to determine the target concepts that the writer wants to express to his or her readers.

They also provided concepts on their studies concerning the importance of the improvement and development of comprehension skills so that understanding the text will be easier. Their study strengthens the results of the present study concerning the increase in the reading comprehension level considering the effect of the use of Facebook in the improvement of the reading comprehension skills of the learners. They noted that the proper employment of enhancement activities may increase the reading comprehension level measured by the post-test.

In terms of reading comprehension, suitability of learning materials used must be ensured in working on reading comprehension remediation activities (Salvacion, 2009). Sometimes, learners are given remediation program by teachers to enhance their reading comprehension level. However, the problem lies with the unsuitability of the reading comprehension remediation activities provided by teachers. This means that providing the learners reading remediation activity is not enough. Teachers must then consider the suitability of the materials without sacrificing the interest of the learners.

She contextualized the importance of comprehension. She cited that there is no basic difference between the comprehension level of both the experimental and control groups considering they both came from the same group or level. Naturally, they would have the same level of comprehension. However, in the analysis after the treatment, there would already be variations in the result between the comprehension level between the control and the experimental groups.

As such, comprehension has been a very important issue in education. Most of the learners perform below their level in various academic activities as a result of poor reading comprehension level (Economic and Social Research Council [ESRC], 2008). Comprehension level serves as an indicator for better academic performance of the learners. Without comprehension, problem in academic performance may arise. In this context, it is important that they be given proper remediation activities.

In the context of reading comprehension according to ESRC, learners have the same level of reading comprehension at the beginning of a particular level. With this, teachers are encouraged to provide positive solutions to the problems met by the learners in terms of comprehension. There may not be significant difference between the reading comprehension level between the experimental and the control groups, but this sameness must lead to the increase in the level of comprehension of the learners.

In here, Almagros (2010) provided an emphasized statement saying that control and experimental groups have the same level in terms of the over all aspects of being tested before a treatment is provided. It is a natural and normal scenario considering no

remediation activity is yet provided. For this reason, it is normal that they both have almost the same level of comprehension and vocabulary skills.

Furthermore, Pamesa (2012) in his attempt to improve the reading comprehension level of the learners using Twitter was successful considering the results of his study after the analysis made between the pre-test and the post-test of the learners. It was proven that the reading remediation program that he created was really a successful one in dealing with the comprehension level of the learners.

He also proved that he was able to improve the reading comprehension level of the learners using Twitter. He was successful considering the results of his study after the analysis made between the pre-test and the post-test of the learners. It was also proven that the reading remediation program that he created was really a successful one in dealing with the comprehension level of the learners.

As such, he also stated that learners in the control group would not really improve much their reading comprehension skills in terms of vocabulary and comprehension considering the fact that they were not exposed to any materials for reading comprehension enhancement especially with the use of Facebook which is based on their interests. Non-addressing their needs would not really bring much change and leap in their reading comprehension levels as attested in the pre-test and the post-test results.

Meanwhile, Ramos (2013) emphasized that the experimental group could really have a significant increase in their comprehension level. This is highly expected considering that remediation action has already been provided. This has also proved that the remediation action is effective in improving the comprehension level of the learners.

This is also in consideration that the remediation action is also linked with the interest of the learners making them really serious in working on the remediation plans.

He added that not exposing the learners to any other materials may not provide any other changes to the learners considering the fact that addressing the comprehension levels of the learners are not tried to be addressed. Just like the control group, not much improvement in their reading comprehension skills is expected since they are not exposed to available reading materials responsive to their needs and interests.

Furthermore, Alkhasawneh, Ralman, Ayub, and Daud (2012) stated that reading comprehension may be improved with the proper application of proper reading enhancement materials or strategies considering the proper use of target concepts for vocabulary and comprehension enhancement. They also cited the importance of multimedia text as a tool in improving the reading comprehension level of the students with the application of the Mayer's cognitive theory of comprehension.

In the same case, Shiu, Fong, and Lam (2010) tested the importance of Facebook in education with social networking websites for teaching and learning. In their study, they tried to determine between the experimental group and the control groups if Facebook will be a helpful material if used as a new platform in providing educational and classroom activities to the learners. The results surprising provide clear ideas of making the learners in the experimental group more able to grasp the target concepts and competencies targeted by the teacher in using the Facebook platform.

In summary, Facebook is considered the highly popular social networking site (Lampe, Ellison & Steinfield, 2008) which is widely participated by many students and

bring out their own expression, communicative competence, and talents and own experience (Educause, 2006). However, it is still the responsibility of educators, policymakers, and parents, among others to inform students the proper use of technology in education (Gardner, 2009; Romary, 2009).

Synthesis

Reading comprehension assessment aims on determining how well the students have enhanced their reading skills. This includes the process of determining whether the students reading comprehension levels affect their scholastic performance in the second language subject.

Simply, reading is an activity that is characterized by the translation of symbols, or letters, into words and sentences that have meaning to the individual. The ultimate goal of reading is to be able to understand written material, to evaluate it, and to use it for one's needs.

With the advent of technology, many technological equipment and programs have been created in order to help humans in their daily lives. However, this advancement in technological reforms sometimes leads to poor literacy development. This advancement should be helpful aid in increasing reading comprehension level and not a hindrance for such.

As one of the four macro skills, reading greatly affects and sometimes associated with the other macro skills. Since reading refers to translation of symbols and letter, it

involves two major processes such as the language comprehension and the process of decoding which are both necessary in understanding the meanings of the symbols.

As technology has been in frequent use among the daily activities of the learners, it is important to determine its use and importance in terms of its effects to the academic and/or reading performance of the learners. As such, the effects to the reading performance of the learners must be assessed and analysed in terms of use of social networking site. This may be identified in terms of its positive and negative effects to the reading performance of the learners.

As such, in determining the extent of effects of SNS to the reading performance of the learners, testing and evaluation of the reading performance of the learners are necessary.

Moreover, to improve the reading performance of the learners in terms of vocabulary and comprehension, it is necessary to provide the learners with activities sustained by the use of social networking site or Facebook in improving the reading comprehension and vocabulary skills of the learners to catch up with the target competencies and skills prescribed by the curriculum guide of the K to 12 Enhanced Basic Education Program.

CHAPTER 3

RESEARCH METHOD

This chapter presents the methodology of the study. It includes the locale of the study, the research design, the research participants, the instrumentation, the data gathering procedure, and the statistical analyses.

3.1 Research Design

This study used the experimental method of research in order to describe the nature of the situation as it exists at the time of the study through the employment of the pretest – posttest control group design. This method provided the researcher elbow room to explore the causes of a particular phenomenon (Sevilla, 2009 as cited in Cadavido, 2012).

The true experiment technique through the pretest – posttest control group design was utilized in the study. To do this, all Grade 6 pupils coming from the two sections of SLSU-Laboratory Schools participated in the study and were divided into the control group and the experimental group. Both groups in each section received discussions of the lessons using the traditional method. However, the pupils in the experimental group received additional SNS-supplemental activities.

Then, the results of the pretest and the posttest of both control groups and experimental groups were assessed to determine if there was a significant difference between the results for the two sets by focusing on the difference between the performances of the two groups in the reading comprehension tests. This also revealed

the effectiveness of the supplemental reading activities as a medium in improving the reading performance of the pupils.

3.2 Sampling and Participants of the Study

The study used the random sampling technique considering that all members of the target groups were chosen as respondents. The participants included all the 57 Grade 6 pupils. The names of the learners from the two sections were listed in alphabetical order, with each of the pupils numbered from one (1) to fifty-seven (57).

Then, the researcher prepared a bowl for draw lots and placed two papers labelled with numbers 1 and 2 deciding that the first one she picked served as the control group while the second one as the experimental group.

Table 1
Distribution of Respondents between the Experimental and Control Groups

Group	Number of Respondents	Percentage
Experimental	28	49.00
Control	29	51.00
	57	100.00

The experimental group had 28 participants composed of the 49.00% of the total number of respondents, while the control group was composed of 29 participants composed of the 51.00% of the total respondents.

Table 2
Distribution of Respondents in Terms of Age

Age	Number of Respondents	Percentage
11	16	28.00
12	37	65.00
13	4	7.00
	57	100.00

Based from the data, 37 respondents were aged 12 composing the 65.00% of the total number of respondents. This was followed by the pupils aged 11 composed of 16 pupils or 28.00% of the total numbers of respondents while those pupils aged 13 were composed only of 4 pupils representing the 7.00% of the total number of respondents.

Table 3
Profile on the Reading Performance Level of the Experimental and the Control Groups before the Administration of the Treatment

Group	Vocabulary		Reading Comprehension		Over-all	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Experimental	28.11	4.08	30.14	4.10	58.25	7.94
Control	29.21	3.73	30.03	4.87	59.24	8.27

Legend:

Vocabulary	31-45 = Independent	16-30 = Instructional	1-15 = Frustration
Comprehension	34-48 = Independent	17-33 = Instructional	1-16 = Frustration
Overall	64-93 = Independent	32-63 = Instructional	1-31 = Frustration

Table 3 presents the profile on the reading performance level of the experimental and the control groups before the administration of the treatment. The reading performance level focused on two variables: vocabulary and reading comprehension. The control group had the higher mean of 29.21 in vocabulary against the mean of 28.11 by

the experimental group. The results classified both the experimental and the control groups under the instructional level. This means that the respondents still have to be given proper supplemental activities to meet the independent level of reading comprehension.

In terms of reading comprehension, the experimental gained a higher mean of 30.14 against the 30.03 mean of the control group. The results showed that both the experimental and the control groups were instructional in terms of the level of reading comprehension.

In terms of overall features, the control group gained the higher mean of 59.24 and a standard deviation of 8.27, against the mean of 58.25 with the standard deviation of 7.94 of the experimental group. The results revealed that both the experimental and the control groups are under the instructional levels.

3.3 Setting of the Study

The study was conducted at the Southern Luzon State University Laboratory Schools in its main campus in Lucban, Quezon. The target users of the supplemental reading activities were the Grade 6 pupils from the same institution. This school is directly under the supervision of the SLSU-College of Teacher Education.

3.4 Research Instrument

For the instrumentation, the researcher used the pretest–posttest instrument in order to determine the reading performance levels of the pupils before and after using the

supplemental reading activities. There was no need for the researcher to check the validity of the pretest – posttest materials since the researcher utilized a standardized reading material. As indicated in the standardized test manual, the standardized test underwent a series of testing and evaluation on its validity and reliability to make the results useful bases for reading activities.

Basically, this standardized test was purchased from the Gates-MacGinitie Reading Tests (Fourth Edition). The tests were written by Walter H. Macginitie, Ruth K. MacGinitie, Katherine Maria, and Lois G. Dreyer and was published by The Riverside Publishing Company (Copyright 2000). The basic premise of the Gates-MacGinitie Reading Tests (GMRT) as stated in the manual is its usefulness for teachers and schools to know the general level or reading performance of individual students throughout their school careers.

The standardized test was divided into two parts: the vocabulary section and the reading comprehension section. The vocabulary section aimed to develop and assess the pupils' vocabulary through the 45-item activity. Each item constituted a phrase or a sentence where a word was underlined. The pupils determined the meaning of the underlined word by choosing from the five (5) options for each item.

On the other hand, the reading comprehension section exposed the pupils to short selections where they provided answers to the posed questions after each selection. The reading comprehension section involved 11 short selections. After each section, 3-5 questions were provided for the pupils to answer. Each item was provided with four options. The reading comprehension section was composed of 48 items.

The pre-test was conducted on July 10, 2014 using the standardized test on vocabulary and reading comprehension, while the post test was conducted on September 19, 2014.

3.5 Data Gathering Procedures

To come up with the valid and reliable results for the research/study, it became imperative for the researcher to come up with a set of procedures, scrutinized and reviewed for several times. The researcher accomplished the study through the administration of the pretest, the actual experimentation, and the administration of the posttest.

Fifty-seven Grade 6 pupils were chosen as participants of the study. The pupils from the two sections of Grade 6 were combined together and their names were arranged alphabetically for the testing purposes regardless of their gender. The assigned numbers among the participants were divided as to even and odd numbers focusing on their assignment as to experimental group and control group.

Altogether, the pupils from both the experimental and the control groups took the pre-test. The pretest was given as a prerequisite in understanding and knowing the reading performance level of the participants. The participants were given one and a half hours to finish the test. After the administration, the results were analyzed.

Then, the researcher used the social networking site for the experimental groups in delivering additional activities relative to the reading performance improvement of the pupils. Both the experimental and the control groups received traditional reading

activities. These traditional reading activities were made as the teacher gave printed reading materials to the learners. Written and/or oral questions were also given after reading the printed materials. However, the experimental group received additional activities using the SNS-supplemental activities from July to September 2014.

For the experimental group, the researcher created a group page in Facebook for the research participants whom she named READ, THINK AND LEARN Group. It served as the main medium for SNS-supplemental reading sessions. The researcher as the administrator of the group added the accounts of the participants as members of the page. They were the only ones who had the direct and exclusive contact with the page. The researcher provided through the account the set of guidelines followed by the learners using the group page. Furthermore, the experimental group were oriented well about the guidelines. In addition, they were given clarifications when to open the page, and when and where to answer the activities.

In the process of providing the SNS-supplemental reading activities among the members of the experimental groups, the researcher provided activities for two months. The researcher derived the activities from the book “Developing Reading Power (A Support Program to Reading)” by Clemence U. Abadilla. Each supplemental reading activity is composed of two parts: Points to Ponder, where information about the given topic is explained; and the activities which were answered by the participants.

The first month’s activity focused on vocabulary development involving structural analysis (suffixes), word analogy, figurative language, and context clues (words with multiple meanings). In the enhancement of vocabulary skills, the researcher

or group page administrator provided a Thesaurus link that may be opened by the participants from time to time in checking the meanings of unfamiliar words.

On the second month, activities that promoted and improved reading comprehension skills were provided. These comprehension skills focused on the following concepts: getting the main idea in a selection; getting significant details of a story and making inferences; evaluating materials read; and locating information. The supplemental reading activities provided are necessary reading skills for academic and professional success.

Each SNS-supplemental reading activity was given every Friday only so that the additional activities would not be a problem for the personal schedule of the participants of the study. The activities for vocabulary were given from July 25 to August 15, 2014. On the other hand, activities for reading comprehension were done from August 22 to September 12, 2014. The participants from the experimental group downloaded and answered every activity. The answered activities were sent back to the researcher's account through message for checking purposes.

The uploading of activities was temporarily stopped or delayed due to the absence of electricity and communication controls due to the effect of Typhoon Glenda hitting and devastating the entire province on July 2014.

Then, the posttest was also conducted among the participants on September 19, 2014 after the supplemental reading activities. The same procedures used in the pretest were followed by the researcher in administering the posttest. Then, the results were analyzed.

In the end, the results of the pretest scores and the posttest scores were analyzed to determine if there was a significant difference between the results in order to determine whether the use of the social networking site was effective or not.

After the analysis of the available data, the researcher developed SNS-supplemental reading activities to improve more the reading performance of the learners focusing on the different competencies for reading comprehension and vocabulary adapted from the curriculum guide for Grade 6 English of the K to 12 Enhanced Basic Education Program.

3.6 Data Analysis

The statistical analysis was done using the Statistical Package for Social Sciences or the SPSS Program.

To determine the reading performance level of the participants in the pretest and posttest scores, the researcher used mean and standard deviation.

$$\bar{X} = \frac{\Sigma X}{N}$$

where: $\bar{X}$ = mean
 ΣX = sum of the values
 N = number of respondents

$$SD = \sqrt{\frac{\Sigma(x - \bar{x})^2}{n}}$$

To find if there were significant differences between the results of the dependent samples of the pretest and the posttest of both the control and the experimental groups of the Grade 6 pupils before and after the use of supplemental reading activities through facebook, the researcher also used the t-test formula.

t-test for dependent samples

$$t = \frac{\bar{d}\sqrt{n}}{s}; df = n - 1$$

where:

$\bar{d}$ = mean of the differences

n = number of samples

s = standard deviation of the differences

t-test for independent samples

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}} \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

where:

$\bar{X}_1$ = mean of the first sample

$\bar{X}_2$ = mean of the second sample

n_1 = size of the first sample

n_2 = size of the second sample

s_1 = standard deviation of the first sample

s_2 = standard deviation of the second sample

CHAPTER 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the results gathered from the responses of the respondents. The collected data are presented, analyzed, and interpreted in accordance to the problems of the study.

4.1 What is the level of the reading performance of the experimental and control groups after the administration of the treatment or program in terms of vocabulary and reading comprehension?

Table 4

Reading Performance Levels of the Experimental and the Control Groups after the Administration of the Treatment

Group	Vocabulary		Reading Comprehension		Over-all	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Experimental	35.86	4.38	37.54	5.71	73.39	9.35
Control	29.45	4.01	31.48	5.19	60.93	8.75

Legend:

Vocabulary	31-45 = Independent	16-30 = Instructional	1-15 = Frustration
Comprehension	33-48 = Independent	17-32 = Instructional	1-16 = Frustration
Overall	63-93 = Independent	32-62 = Instructional	1-31 = Frustration

Table 4 presents the reading performance levels of the experimental and the control groups after the administration of the treatment. The reading performance level focused on two variables: vocabulary and reading comprehension. The experimental group received the higher mean of 35.86 in vocabulary against the mean of 29.45 of the

control group. The result classified the experimental group within the independent level while the control group under the instructional level. This only means that the experimental group has achieved the proper level that they must belong to in terms of reading performance. With the absence of supplemental reading activities provided for the control group, this mean that the control group must also be given proper supplemental reading activities related to their interest and needs.

In terms of reading comprehension, the experimental group gained a higher mean of 37.54 against the 31.48 mean of the control group. The results showed that both experimental and control groups have become independent readers in terms of reading comprehension.

In terms of overall features, the experimental group gained a higher mean of 73.69 and a standard deviation of 9.35, than the mean of 60.93 with a standard deviation of 8.75 of the control group. The experimental group advanced into independent while the control group remained in the instructional level.

In relation to the result, Glenberg, Goldberg, and Zhu (2009) emphasized the value of providing enhancement activities or actions in order to increase the reading comprehension of the learners. It is normal that learners may have poor reading comprehension level. However, it must not interfere with the academic capacity of the learners. For the reading comprehension not to interfere with the learners' capacity in academic activities, the teachers must provide alternative ways to increase the reading comprehension levels of the learners.

Furthermore, Duke and Pearson (2004) noted the necessity of providing effective practices for developing reading comprehension level of the learners. Thinking of the best possible solutions is not easy considering the extent of the problems on reading comprehension of the learners. For this reason it is important that learners be given enhancement activities related to what they like or what engage them as learners.

In the same case, Raacke and Bonde-Raacke (2008) provided clear ideas that Facebook may also be a helpful guide in improving reading abilities of the learners considering the different effects and applications that this social networking site may provide. This will not only engage learners in learning but may also provide interactive learning activities that may serve as a helpful tool in reading comprehension improvement processes.

4.2 Is there a significant difference between the levels of reading performance of the experimental and the control groups after the administration of the treatment or program in terms of vocabulary and reading comprehension?

Table 5

Summary of Values for Testing the Significant Difference between the Control and Experimental Groups in Over-all after the Treatment

Groups	N	Total number of items	Mean			Difference between means			t-value			tabular value
			V	C	T	V	C	T	V	C	T	
Control	29	45	35.86	37.54	73.39	6.41	6.05	12.46	/5.76/	/4.19/	/5.20/	2.00
Experimental	28	45	29.45	31.48	60.93							

Legend:

V – Vocabulary

C – Comprehension

T – Total

Table 5 portrays the summary of values for testing the significant difference between the control and experimental groups in over-all after the treatment. The control group received a mean of 73.39 while the experimental group got a mean of 60.93 resulting to a mean difference of 12.46. Since the t computed of /5.20/ was greater than the 2.00 tabular value, the null hypothesis was **rejected**. Therefore, there was a significant difference between the two groups after the treatment.

In specific terms, the experimental group received the higher mean of 35.86 while the control group gained a mean of 29.45 resulting to a mean difference of 6.41. Since the /5.76/ t computed was greater than the tabular value of 2.00, the null hypothesis was **rejected**. Therefore, there was a significant difference between the two groups in vocabulary after the treatment.

In details, the experimental group generated a mean of 37.54 while the control group gained a mean of 31.48 resulting to a mean difference of 6.05. Since the /4.19/ t computed was greater than the 2.00 tabular value, the null hypothesis was **rejected**. Therefore, there was a significant difference between the two groups in reading comprehension after the treatment.

This is attested by Kayri and Cakir (2010) who advanced that Facebook may be helpful tool in improving the academic performance of the learners. In their study, they exposed their learners to various activities and enhancement strategies using Facebook and its applications to improve the performance of the learners. After a period of strategic intervention using Facebook, a significant increase in the academic performance of the

learners was noted making them more competent and more able to achieve the desired competencies of a particular learning area.

Pamesa (2012) in his attempt to improve the reading comprehension level of the learners using Twitter was successful in considering the results of his study after the analysis made between the pretest and the posttest of the learners. It was proven that the reading remediation program that he created was really a successful one in dealing with the comprehension level of the learners.

Raacke and Blonde-Raacke (2008) provided the same conclusion emphasizing the effects of Facebook in achieving better academic performance among the learners. The results showed that the learners were able to easily understand the target lessons or topics with the employment of Facebook. A significant increase was recorded in the performance of the learners who used Facebook in learning.

Their claims all point to the idea that Facebook can really improve performance among the learners. In the present study, the use of Facebook in the reading comprehension level of the learners showed a marked increase in the level of the Grade 6 pupils' performance in reading comprehension and vocabulary.

Table 6

Summary of Values for Testing the Significant Difference between the Pretest and the Posttest of the Experimental Group in Vocabulary

Experimental Group	N	Total number of items	Mean	Difference between means	t-value	tabular value
Pretest	28	45	28.11	7.75	/20.97/	2.05
Posttest	28	45	35.86			

Table 6 shows the summary of values for testing the significant difference between the pretest and the posttest in vocabulary of the experimental group. The pretest got a mean of 28.11 while the post test generated a mean of 35.86 resulting to a mean difference of 7.75. Since the t computed of /20.97/ was greater than the 2.05 tabular value, the null hypothesis was **rejected**. Therefore, there was a significant difference between the pretest and posttest in vocabulary of the experimental group.

The result on the previous page is supported by Pour-Mohammadi and Abidin (2012) who stressed that better enhancement activities be given to the experimental group to provide better results. Vocabulary may be enhanced through the use of various activities. After a certain period of implementation, a significant increase in terms of the vocabulary level of the learners is expected.

Rollof (2012) also found out that vocabulary may still be improved through the help of a particular learning material or strategy. In his study, he used the game-based approach in improving the learning capacity of the learners in terms of vocabulary development. From the result of the pretest, he found a significant increase in the posttest through the use of the game-based approach in improving the lexical range of the learners.

It is expected that learners under the experimental group would really increase in their vocabulary development considering based on the results of the pretest and the posttest (Cadavido, 2014). The learners are really expected to improve since the activities provided for the vocabulary enhancement are really helpful and are based on the interest of the learners.

Table 7

Summary of Values for Testing the Significant Difference between the Pretest and the Posttest of the Experimental Group in Reading Comprehension

Experimental Group	N	Total number of items	Mean	Difference between means	t-value	tabular value
Pretest	28	48	30.14	7.39	/12.99/	2.05
Posttest	28	48	37.54			

Table 7 presents the summary of values for testing the significant difference between the pretest and the posttest of the experimental group in reading comprehension. The pretest received a mean of 30.14 while the post test generated a mean of 37.54 resulting to a mean difference of 7.39. Since the /12.99/ t computed was greater than the 2.05 tabular value, the null hypothesis was **rejected**. Therefore, there was a significant difference between the pretest and posttest in the reading comprehension of the experimental group.

In relation to the gathered result, Serafini (2013) noted that reading comprehension is a serious problem that must be addressed in order to achieve better academic performance. In his study, he found out that learners under the experimental group are able to improve their reading comprehension skills through the employment of the developed reading materials. The performance level in reading comprehension significantly improved from the pretest to the posttest of the given results.

In addition, Coiro (2011) recognized that particular materials in reading, if utilized properly, may significantly improve the reading comprehension level of the learners. Consequently, improved reading comprehension level of the learners leads to

academic performance. With the use of appropriate materials or strategies, problem in comprehension will no longer serve as a setback for understanding of the target context or concept.

Ramos (2013) also cited that the experimental group could really have a significant increase in their comprehension level. This is highly expected considering that remediation action has already been provided. It simply proves that the remediation action becomes effective in improving the comprehension level of the learners, provided, however, the remediation action is also linked with the interest of the learners to make them really dead serious in improving themselves.

Table 8

Summary of Values for Testing the Significant Difference between the Pretest and the Posttest of the Experimental Group

Experimental Group	N	Total number of items	Mean	Difference between means	t-value	tabular value
Pretest	28	93	58.25	15.14	/23.30/	2.05
Posttest	28	93	73.39			

Table 8 presents the summary of values for testing the significant difference between the pretest and the posttest of the experimental group. The pretest got a mean of 58.25 while the posttest generated a mean of 73.39 resulting to a mean difference of 15.14. Since the /23.30/ t computed was greater than the 2.05 tabular value, the null hypothesis was **rejected**. Therefore, there was a significant difference between the pretest and posttest of the experimental group.

This same result is attested by Alkhasawneh, Ralman, Ayub, and Daud (2012) who all advanced that reading comprehension may be improved with the correct application of proper reading enhancement materials or strategies considering the use of target concepts for vocabulary and comprehension enhancement. They also cited the importance of multimedia text as a tool in improving the reading comprehension level of the students with the application of the Mayer's cognitive theory of comprehension.

Pamesa (2012) also proved that he was able to improve the reading comprehension level of the learners using Twitter. The results of his study proved that the reading remediation program he created successfully dealt one with the comprehension level of the learners.

A similar case, Shiu, Fong, and Lam (2010) tested the importance of Facebook and other social networking websites for teaching and learning. Their study tried to determine if Facebook will be a helpful material when used as a new platform in providing educational and classroom activities to the learners. The results surprisingly provided clear ideas how the learners in the experimental group were able to grasp the target concepts and competencies targeted by the teacher in using the Facebook platform.

There are various ways on how to improve the reading comprehension level of the learners. The present study used Facebook to improve the reading abilities of the learners in terms of vocabulary and comprehension which may be a sort of advancement to the activities performed by Shiu, Fong, and Lam (2010), Pamesa (2012), and Alkhasawneh, Ralman, Ayub, and Daud (2012) in the use of multimedia in improving the reading comprehension levels of the learners.

Table 9

Summary of Values for Testing the Significant Difference between the Pretest and the Posttest of the Control Group in Vocabulary

Control Group	N	Total number of items	Mean	Difference between means	t-value	tabular value
Pretest	29	45	29.21	0.24	/0.45/	2.05
Posttest	29	45	29.45			

Table 9 shows the summary of values for testing the significant difference between the pretest and the posttest of the control group in vocabulary. The pretest received a mean of 29.21 while the posttest generated a mean of 29.45 resulting to a mean difference of 0.24. Since the t computed of /0.45/ was less than the 2.05 tabular value, the null hypothesis was **accepted**. Therefore, there was no significant difference between the pretest and posttest of the control group in vocabulary.

The result above is supported by the National Reading Panel (NRP) (2007) which stressed that vocabulary is best improved when learners are exposed to several activities concerning the different lexical aspects in the development of better vocabulary bank. They considered that learners may not be able to improve their vocabulary skills if they are not exposed to different activities focusing on vocabulary development.

Obregon, Garcia, and Diaz (2009) also noted that vocabulary building activities are very much available everywhere. Teachers must just be responsible enough in finding and selecting the activities best suited to the needs of the learners. It follows that if no activities are employed among the learners, then improvement in their reading level should not be expected from them.

Salcedo (2008) also cited the importance of providing remediation activities to the students. Obviously, students would not improve their vocabulary skills if no action is provided to improve their lexical levels. Non-provision of vocabulary development materials may lead to no-improvement at all. As the control group has not received any improvement or remediation activities, they would really not improve their existing or present lexical capacities.

In the given contexts, it shows that vocabulary improvement may only be done if the learners will be exposed to various activities responsive of their needs and interests. It is more likely that learners will not have much improvement in their vocabulary if they are not exposed to various activities that may be helpful in improving their vocabulary levels.

Table 10

Summary of Values for Testing the Significant Difference between the Pretest and the Posttest of the Control Group in Reading Comprehension

Control Group	N	Total number of items	Mean	Difference between means	t-value	tabular value
Pretest	29	48	30.03	1.45	/3.38/	2.05
Posttest	29	48	31.48			

Table 10 shows the summary of values for testing the significant difference between the pretest and the posttest of the control group in reading comprehension. The pretest gained a mean of 30.03 while the posttest generated a mean of 31.48 resulting to a mean difference of 1.45. Since the /3.38/ t computed was greater than the 2.05 tabular

value, the null hypothesis was **rejected**. Therefore, there was a significant difference between the pretest and posttest of the control group in reading.

This is attested by Perfetti, Landi and Oakhill (2004) cited the importance of the development of reading comprehension of the learners. Accordingly, the best way to improve their comprehension skills is by providing them important activities that may enhance comprehension through the use of reading activities that address the needs and the interests of the learners. Using materials that address the learners' interests provide a venue for them to sustain their learning capacity to be focused on the given enhancement activities.

Gilakjani and Ahmadi (2011) added that teachers must expose the learners to various reading materials suitable for their reading level and mental capacity. Exposure of learners to various reading materials that are not appropriate to their levels may not totally improve the comprehension skills of the learners. Moreover, this may even lead to bigger and deeper problems in terms of comprehension. Similarly, not exposing the learners to various learning materials may even lead to much bigger problems of not improving their comprehension skills at all.

Ramos (2013) added that not exposing the learners to any other materials may not provide any other changes to the learners considering the fact that addressing the comprehension levels of the learners are not tried. Just like the control group, little improvement in their reading comprehension skills is expected since they are not exposed to available reading materials responsive to their needs and interests.

Table 11

Summary of Values for Testing the Significant Difference between the Pretest and the Posttest of the Control Group

Control Group	N	Total number of items	Mean	Difference between means	t-value	tabular value
Pretest	29	93	59.24	1.69	/2.71/	2.05
Posttest	29	93	60.93			

Table 11 presents the summary of values for testing significant difference between the pretest and the posttest of the control group. The pretest got a mean of 59.24 while the posttest generated a mean of 60.93 resulting to a mean difference of 1.69. Since the /2.71/ computed value was greater than the 2.05 tabular value, the null hypothesis was **rejected**. Therefore, there was a significant difference between the pretest and posttest of the control group.

The result above is sustained by Verhoeven and Perfetti (2008) who valued the importance of multimedia text for reading comprehension based on cognitive theory of multimedia teaching. This theory recognizes the improvement of the reading comprehension abilities of the learners through an analysis of the performance of the learners between the pretest and the posttest results. Learners increase their reading comprehension capacity which underscores the importance of vocabulary and comprehension in understanding the text. Non-exposure of learners to multimedia materials may result to non-improvement of their reading comprehension skills considering that the 21st century learners are considered to be digital learners. This leads to the discrepancies of reading capacities between those who use multimedia materials and those who do not.

Yee (2010) also made it clear that learners who do not use any materials in the improvement of their comprehension skills are least expected to improve their reading comprehension capacity considering the lack of materials and strategies. This only means that learners must be given what they really need in terms of materials and strategies. Teachers must be able to scrutinize the appropriateness of the materials to the academic and mental levels of the learners.

As such, Pamesa (2012) also posited that learners in the control group would not really improve much their reading comprehension skills in terms of vocabulary and comprehension considering the fact that they were not exposed to any materials for reading comprehension enhancement, especially with the use of Facebook which appeals to their interests. Non-addressing their needs would not really bring much change and leap in their reading comprehension levels as attested in the pretest and the posttest results.

4.3 What SNS-supplemental reading activities can be developed to improve the reading performance of Grade 6 pupils?

PROPOSED SNS-SUPPLEMENTAL READING ACTIVITIES for Grade 6 Pupils

I. RATIONALE

Reading is considered to be the most important skill as it is seen as indicator of language learning and academic development. In such case, reading serves as an important tool to achieve proper and better language capacities. However, this skill is

also considered to be the least mastered among all the skills. As an important skill, this must be given enough and proper focus for improvement in academic performance and language learning as well.

Due to this situation, it is imperative that reading skill must be enhanced provided with the different means on how the target skill on reading must be developed. As the learners today are very much attached with the use of technology and social networking sites, this has prompted on the development of various SNS-supplemental reading activities that will help in the development and enhancement of the reading performance of the learners with the focus on vocabulary and reading comprehension.

Reading is one of the four macro skills in language teaching-learning. It can be seen as an interactive process between a reader and a text which leads to automaticity or (reading fluency). In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing).

Diaz-Rico and Weed (2005) added that reading skill is an active process of comprehending where students need to be taught strategies to read more efficiently (e. g., guess from context, define expectations, make inferences about the text, skim ahead to fill in the context, etc.,

Carrell and Eisterhold (2006) outlined the processes involved in this interactive process where both bottom-up and top-down processing occur simultaneously at all levels. The data that are needed to *instantiate*, or fill out, the schemata become available

through bottom-up processing; top-down processing facilitates their assimilation if they are anticipated by or consistent with the listener/reader's conceptual expectations. Bottom-up processing ensures that the listeners/readers will be sensitive to information that is novel or that does not fit their ongoing hypotheses about the content or structure of the text; top-down processing helps the listeners/readers to resolve ambiguities or to select between alternative possible interpretations of the incoming data.

Reading is generally a complex process. There is a need for several skills to master the art of reading and the art of comprehension. Moreover, reading skills enable readers to turn writing into meaning and achieve the goals of independence, comprehension, and fluency.

More importantly, reading skill has not been an achieved skill without the skills of vocabulary mastery and comprehension. As there is a need for comprehension, reading becomes a helpful skill if learners are able to improve their lexical abilities and comprehension.

In terms of reading performance targets, various topics and/or competencies are set for each grade level. These competencies are based on the curriculum guide by the K to 12 Enhanced Basic Education Curriculum. As such, a program should really be in line with the reading comprehension targets of the Department of Education on a particular level so that there will be parallelism and integrity on the implementation of the targets.

Reading performance skills involve the abilities to use context and prior knowledge to aid reading and to make sense of what one reads and hears. Reading requires understanding or comprehending the meaning of the symbols, prints or texts.

Readers must or should learn to develop certain skills that will help them comprehend or understand what they have read. Readers must learn to use this as an aid to their reading skills since comprehensibility in writing is related to comprehensibility in reading.

With the help of social networking site as revealed in the study, the SNS-supplemental reading activities is really effective in improving the reading performance level of the learners in terms of vocabulary and reading comprehension. The study also proved the important support provided by SNS in improving the reading ability of the learners using the medium that they really like most---Facebook.

Improving one's reading performance skills may also be achieved through the use of helpful reading activities focusing on lexical development and reading comprehension improvement. As these two skills are necessary in reading, reading comprehension may be achieved with the use of materials that are based on the needs and interests of the learners. With the use of the present technological advancement, learning for comprehension will be easier and more fun.

The proposed activities in enhancing reading comprehension and vocabulary levels of the Grade 6 pupils are based on the various competencies set by the curriculum guide (as of December 2013) for Grade 6 English of the K to 12 Enhanced Basic Education Program. The activities are aligned with the target competencies focusing on topics that are based on the competencies.

The results of the study claimed that SNS-supplemental reading activities helped in the enhancement of the reading performance of the learners in terms of vocabulary and reading comprehension. This provided the idea that SNS, specifically Facebook, is a

valuable material or tool in improving the reading comprehension of the learners with the focus on the different learning competencies of English 6.

II. FEATURES OF THE SNS-SUPPLEMENTARY READING ACTIVITIES

Basically, the SNS-supplementary reading materials respond to the needs on the improvement of the reading performance level of the learners with the focus on the different competencies or skills on vocabulary and reading comprehension. The developed reading activities are responsive to the demands on the target competencies on vocabulary and comprehension prescribed for English 6 by the curriculum guide for English of the K to 12 Enhanced Basic Education Curriculum.

II. OBJECTIVES/GOALS

In relation to the competencies set for reading comprehension and vocabulary by the K to 12 Enhanced Basic Education Curriculum for Grade 6, this SNS-Supplemental Reading Activities has set various targets/objectives for each group or individual which are specified in the succeeding paragraphs.

The objectives of this SNS-Supplemental Reading Activities are as follows:

For teachers, they should improve the reading performance skills of the learners in terms of vocabulary and comprehension; enhance the reading comprehension skill of the learners through the exposure to various activities aimed to develop several competencies concerning vocabulary and comprehension with the use of Facebook; integrate the use of technology in improving the comprehension and vocabulary skill of

the learners; and increase the reading comprehension level of the learners by focusing on a year-round set of activities for reading comprehension set by the curriculum guide for Grade 6 in the K to 12 Enhanced Basic Education Curriculum.

Moreover, learners should be able to develop their interests towards reading using the new platform of technology through Facebook rather than the use of the traditional reading forms; increase their level of reading comprehension and vocabulary skills through the use of SNS-supplemental activities; advance their reading comprehension abilities through the different modes of actions that they will perform using Facebook deemed as responsive to their needs and interests; and be encouraged on the development of reading skills and the use of reading strategies by using the target language to convey instructions and course-related information in written form through the use of Facebook.

III. FRAMEWORK OF THE SNS-SUPPLEMENTARY READING ACTIVITIES

The Framework of the SNS-Supplementary Reading Activities is composed of several important features that may be helpful for the teacher or the target user of the activities on how he or she can smoothly and properly use the reading activities in enhancing the reading performance of the learners in terms of vocabulary and reading comprehension. These important parts of the framework included the following: suggested procedures, requirements, implementation, monitoring, and evaluation. These parts are really necessary to guide the teacher or the target user on the constant flow of the activities.

Basically, the focus on the reading performance of the learners with the specific details on the reading comprehension and vocabulary skills of the learners are based on the K to 12 Enhanced Basic Education Curriculum Framework which centers on the different principles and theoretical underpinnings of language teaching and learning. In the same case, the framework on language development program is also based on the communicative language teaching as specified and explained by Celce-Murcia (2006).

A. SUGGESTED PROCEDURES

The following procedures are hereby suggested to be undertaken in using these SNS-based supplemental reading enhancement activities:

1. Before anything else, conduct first a pretest to ascertain the vocabulary and comprehension of the learners. Follow the competencies in creating the questions. A standardized test may be adapted for testing.
2. The adviser or the reading teacher is encouraged to create an exclusive group page in Facebook for the learners. The adviser/teacher will serve as the page administrator.
3. Add the accounts of the learners to the group members of the page. Make it sure that only the learners have the direct and exclusive contact with the page.
4. Provide through the account the set of guidelines to be followed by the learners using the group page. Orient them well about the guidelines. Clarify to them when to open the page, and when and where to answer the activities.

5. Create interesting activities focusing on vocabulary and reading comprehension must be changed and updated every week. At the same time, each activity must focus on the competencies set for vocabulary and reading comprehension.
6. Follow properly the sequence and time frame for the prescribed activities and the mode of action for each competency.
7. Provide activities that are based on the level of the learners. Regularly, check the learners' level by providing SNS-based assessment activities relative to the target lesson and/or competency.
8. After a year of implementation, provide a posttest to determine if the learners' comprehension and vocabulary levels have been improved.

B. REQUIREMENTS

The following requirements are needed to be considered in this SNS – Supplemental Reading Activities:

- The Grade 6 Pupils are all required to open their Facebook account every Friday evening.
- To be part of the program, the learners have to join the group to be made by the teacher for monitoring purposes.
- In opening and accessing their accounts, the learners should complete the prescribed activities to give time for the teacher to check the responses by weekends.
- Since the program involves the use of Facebook as the medium for the comprehension activities, the learners should be able to have a regular access with their Facebook account at least every Friday to do the activities for the target competency for the month.

C. IMPLEMENTATION

The program is good for one school year. A pretest before the start of the program on the first month should be conducted, while a posttest will also be given during the last month of implementation of the program. The program is good for one school year or ten months.

Moreover, the activities are based on the target competencies set by the K to 12 Enhanced Basic Education Curriculum provided by the Department of Education. There are two sets of activities---one for vocabulary and one for reading comprehension. Each target competency for vocabulary and reading comprehension is good for the specified week or period set by the curriculum guide and competency period.

For implementation purposes, activities will be provided by the teacher. Two activities will be provided for each week---one for vocabulary and one for reading comprehension. To ensure the development of both skills, regular utilization and access to the program is highly desired.

D. MONITORING

The learners have to access the reading program page once a week for the skill development purposes. To ensure that the learners are able to access the program regularly, the learners should submit their answers to the given activity by sending their answers through private messaging to the administrator's account (teacher's Facebook account).

E. EVALUATION

For evaluation purposes, the teacher being the administrator of the account or the program should check the submitted answers regularly. The checked items will be given equivalent scores which will be recorded for monitoring purposes to see if the program is effective or not.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of findings, the conclusions based on the findings of the study, and the corresponding recommendations.

5.1 Findings

Based on the analysis of the data of this study, the following findings were revealed:

1. The reading performance level of the experimental and control groups after the administration of the treatment or program in terms of vocabulary and reading comprehension were as follows:
 - 1.1 The experimental group which was classified under the independent level was better in terms of vocabulary compared to the control group which was classified under instructional level showing that the SNS-supplemental was really helpful in improving the vocabulary of the students.
 - 1.2 The experimental group which was classified under the independent level was better in terms of reading comprehension compared to the control group which was classified under the instructional level showing that the SNS-supplemental was really helpful in improving the reading comprehension of the students.

2. There was no significant difference between the two groups before the treatment in terms of the overall reading performance considering that both groups were on the same level. On the other hand, there was a significant difference between the two groups after the treatment had been provided since the experimental group showed better reading comprehension level than the control group revealing that the SNS-supplemental activities were helpful reading activities in improving the reading performance level of the learners.
 - 2.1 In terms of vocabulary, there was a significant difference between the two groups after the treatment revealing that the experimental group had better vocabulary skills than the control group.
 - 2.2 In terms of reading comprehension, there was no significant difference between the two groups after the treatment.
3. There was a significant difference between the pretest and the post of both experimental and control groups.
 - 3.1 In terms of vocabulary, there was a significant difference between the pretest and the posttest of the experimental group. On the other hand, there was no significant difference between the pretest and posttest of the control group. This showed that experimental group had higher generated mean over the control group.
 - 3.2 In terms of reading comprehension, both the experimental and the control groups have significant difference between the pretest and the posttest.

4. As resulted in this study, the SNS-supplemental reading activities had been helpful in improving the reading performance of the experimental group in terms of vocabulary and reading comprehension.

5.2 Conclusions

Based on the findings of this study, the following conclusions were drawn:

1. The SNS-supplemental reading activities could be tool in improving the reading performance of the learners.
2. The SNS-supplemental reading activities could be helpful in improving the reading performance of the learners. The learners had improved their reading performance level in terms of vocabulary and reading comprehension from instructional level to independent level with the use of SNS-supplemental reading activities.
3. The proposed SNS-supplemental reading activities could be tool in improving the reading performance level of the learners in terms of vocabulary and reading comprehension considering that the reading activities made are based on the different competencies set for English 6 on reading comprehension and vocabulary. In the same case, the activities are to be used in a particular quarter and week aligned with the timeline of the competencies set by the K to 12 Enhanced Basic Education Curriculum.

5.3 Recommendations

Based on the findings and conclusions, the researchers recommend the following:

1. Reading comprehension and vocabulary skills must be improved more through the use of SNS-supplemental reading activities focusing on the reading performance level of the respondents. The teachers must develop a number of activities with the target of improving the vocabulary and reading comprehension skills of the learners using Facebook as the medium. The activities to be made must be aligned to the target competencies.
2. The teachers may use Facebook in educational activities such as in giving exercises for improving reading performance. Supplemental Reading Activities using Facebook as the medium may also be used in improving the reading comprehension and vocabulary skills of the learners since most of the learners are frequently exposed to using Facebook.
3. The teachers may develop a number of activities with the target of improving the vocabulary and reading comprehension skills of the learners using Facebook as the medium. More SNS-supplemental reading activities must be provided in improving the reading performance level of the respondents. The activities to be made must be aligned to the target competencies.
4. More reading activities which are contextualized based on the experiences and/or the level of the learners may be provided. Using Facebook, the activities for vocabulary and reading comprehension must be in line with the current level of

the learners to improve their skills until they achieved the target independent level.

5. Other social networking sites such as Twitter must be tried out in improving the reading performance level of the learners. Since Facebook has already been used and proven to be helpful in improving the reading performance of the learners, it is recommended that other social networking sites may also be tried and tested by teachers based on the target level and the target competencies.
6. Other researches concerning establishing the effective use of social networking site must include other variables and/or other grade levels to determine if the results will be the same or different in terms of varying variables considering the same SNS will be used.
7. Other researches concerning the use of other social media may be used to determine the effectiveness of other forms of technological devices or programs in improving the reading comprehension and the vocabulary levels of the learners.

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APPENDICES

Appendix A
Letter to the School Principal of SLSU-LS

Republic of the Philippines
Philippine Normal University
COLLEGE OF GRADUATE STUDIES
Taft Avenue, Manila

July 8, 2014

Dr. HELENE D. DAYA, RGC
Principal
SLSU Laboratory Schools
Lucban, Quezon

Madam:

Greetings!

I am already writing my thesis as a requirement for the degree on Master of Arts in Elementary Education at the Philippine Normal University. In accordance with the procedures of thesis writing, I am already at the phase of data gathering of my study entitled “Effects of Supplemental Reading Activities Through Facebook On The Reading Performance of Grade Six Pupils”

In line with this, I would like to secure a permission from your good office to conduct this study among the two sections of the Grade 6 pupils of your school. I have enclosed the list of activities in connection with data collection beginning with the administration of the pretest, the actual research experimentation, and the administration of the posttest. In addition, the target respondents will undergo the actual research experimentation at least one hour a week, preferably, every Friday evening. Upon your approval, the researcher will also seek the permission of the concerned parents. In the same case, agreement between the researcher and the respondents will also be made so that the pupils will surely perform their duties concerning this study.

Your approval regarding this matter will surely be helpful to this study.

Your positive response is highly anticipated.

Thank you very much!

Very truly yours,

DAISY G. GREGANA
Researcher

Appendix B
Letter to the Parents of the Participants

Republic of the Philippines
SOUTHERN LUZON STATE UNIVERSITY
LABORATORY SCHOOLS
Lucban, Quezon

July 8, 2014

Dear **Parents:**

Greetings!

I am already writing my thesis as a requirement for the degree on Master of Arts in Elementary Education at the Philippine Normal University. In accordance with the procedures of thesis writing, I am already at the phase of data gathering of my study entitled “Effects of Supplemental Reading Activities Through Facebook On The Reading Performance of Grade Six Pupils”

In line with this, I would like to secure permission from you to allow your child to participate in this research data collection procedure. I have enclosed the list of activities in connection with data collection beginning with the administration of the pretest, the actual research experimentation, and the administration of the posttest. In addition, your child will undergo the actual research experimentation at least one hour a week, preferably, every Friday evening. In the same case, agreement between the researcher and the respondents will also be made so that the pupils will surely perform their duties concerning this study. Results of the tests or performance of your child will surely be dealt with high confidentiality.

Your positive response regarding this matter is highly anticipated.

Thank you very much!

Very truly yours,

DAISY G. GREGANA
Researcher

Noted by:

HELENE D. DAYA, PhD, RGC
Principal

Appendix C
Agreement with the Participants

Republic of the Philippines
SOUTHERN LUZON STATE UNIVERSITY
LABORATORY SCHOOLS
Lucban, Quezon

AGREEMENT

July 8, 2014

To Whom It May Concern:

This is to certify that I, _____, agree to undergo additional improvement activities composed of one hour every Friday evening from July 2014 to September 2014. With this, I am expected to open my Facebook account and study the given material necessary for the improvement of my reading comprehension skill. Also, I will extend my full consideration and cooperation to the researcher for the benefits and validity of the results of the study. I know that any test results concerning this study will be dealt with high confidentiality.

Signed this ____th day of July, 2014 at Lucban, Quezon, Philippines.

Pupil

Witnessed by:

Parent/Guardian

Appendix D
Pretest and Posttest Scores of the Control Group

Student No.	<i>Pretest</i> Vocabulary (45)	<i>Pretest</i> Reading Comprehension (48)	Total (93)	<i>Posttest</i> Vocabulary (45)	<i>Posttest</i> Reading Comprehension (48)	Total (93)
Boys						
1	29	33	62	31	32	63
2	32	36	68	36	38	74
3	30	25	55	26	30	56
4	31	31	62	30	30	60
5	32	31	63	28	31	59
6	33	34	67	34	36	70
7	37	34	71	30	37	67
8	31	33	64	33	37	70
9	25	20	45	24	21	45
10	28	31	59	30	32	62
11	23	22	45	22	23	45
12	20	21	41	27	23	50
Girls						
1	32	36	68	32	38	70
2	27	30	57	27	31	58
3	28	28	56	27	31	58
4	27	24	51	24	28	52
5	32	32	64	32	36	68
6	32	35	67	35	37	72
7	32	31	63	32	38	70
8	25	26	51	28	26	54
9	31	33	64	32	37	69
10	24	25	49	20	25	45
11	28	31	59	30	28	58
12	31	35	66	32	32	64
13	26	27	53	24	28	52
14	31	35	66	32	33	65
15	32	34	66	34	34	68
16	33	35	68	33	37	70
17	25	23	48	29	24	53

Appendix E
Pretest and Posttest Scores of the Experimental Group

Student No.	<i>Pretest</i> Vocabulary (45)	<i>Posttest</i> Reading Comprehension (48)	Total (93)	<i>Pretest</i> Vocabulary (45)	<i>Posttest</i> Reading Comprehension (48)	Total (93)
Boys						
1	30	33	63	37	43	80
2	24	28	52	26	31	57
3	32	32	64	38	46	84
4	30	32	62	39	35	74
5	30	29	59	36	38	74
6	22	25	47	33	31	64
7	30	32	62	39	37	76
8	28	30	58	38	35	73
9	30	32	62	39	41	80
Girls						
1	30	32	62	36	39	75
2	31	32	63	37	41	78
3	31	37	68	39	46	85
4	30	34	64	37	40	77
5	30	31	61	40	37	77
6	23	24	47	29	34	63
7	27	30	57	38	40	78
8	29	29	58	34	39	73
9	30	32	62	37	37	74
10	29	32	61	37	40	77
11	33	32	65	40	43	83
12	17	24	41	26	34	60
13	34	38	72	44	46	90
14	28	28	56	35	33	68
15	31	32	63	39	43	82
16	22	22	44	31	26	57
17	20	20	40	28	22	50
18	30	32	62	38	35	73
19	26	30	56	34	39	73

Appendix F
Schedule of SNS-Supplemental Reading Activities

Each SNS-supplemental reading activity was given every Friday only so that the additional activities would not be a problem for the personal schedule of the participants of the study. The activities conducted were provided below.

DATE	ACTIVITY
July 10, 2014	Administration of Pre-test (Vocabulary and Reading Comprehension)
	VOCABULARY
July 25, 2014	Activity 1 – Common English Suffixes
August 1, 2014	Activity 2 – Word Analogy
August 8, 2014	Activity 3 – Idiomatic Expressions
August 15, 2014	Activity 4 – Context Clue
	READING COMPREHENSION
August 22, 2014	Activity 5 – Getting the Main Idea
August 29, 2014	Activity 6 – Constructing Meaning from the Selection
September 5, 2014	Activity 7 – Evaluating Materials Read
September 12, 2014	Activity 8 – Locating Information
September 19, 2014	Administration of Post-test (Vocabulary and Reading Comprehension))

The uploading of activities was temporarily stopped or delayed due to the absence of electricity and communication controls due to the effect of Typhoon Glenda hitting and devastating the entire province.

Appendix G
Final Rating in English 5 of the Participants of the Study

CONTROL GROUP

Name		ENGLISH
BOYS		
1	ABUSTAN, Lawrence Aga M.	86.425
2	BALDEROSA, Carlos Miguel S.	91.893
3	CADA, Juan Gabriel P.	87.792
4	DAYA, Hans Jacob D.	89.771
5	LADINES, Voun Marco Luis M.	89.790
6	MARIN, Sean Joseph C.	95.777
7	PAMBID, Morland Clarence T.	91.547
8	PAYONGA, Ralf L.	94.127
9	SALES, Eljay Rooth V.	90.520
10	SALVALEON, Josue A.	85.258
11	STA. ANA, Kealo Sebastian L.	82.051
12	YAO, Kenji F.	82.038
GIRLS		
1	ABUEL, Karhülle Khaye N.	97.141
2	BRILLON, Zyrak Micah E.	83.409
3	CAVIDA, Maria Rayne Angeline O.	83.609
4	ELLA, Sandra Jaime N.	90.825
5	ESPERANZA, Sharelmae Anne O.	92.239
6	JOSE, Cherry Clarice L.	94.743
7	LEYNES, Faith Anne T.	91.690
8	MACARAAN, Cynder Heart T.	88.903
9	OBLEA, Trixzy Anne A.	92.186
10	OBLENA, Althea F.	87.045
11	OBNAMIA, Keisha Danielle S.	83.750
12	OLAES, Alannah Aubrey O.	91.170
13	PONCE, Kirstine Keith V.	88.466
14	RADAN, Riah Angelou R.	88.329
15	SAN JOSE, Ruth Janelle T.	92.268
16	VELOSO, Ayyah Deuel H.	94.249
17	VILLANUEVA, Khriz Anne Marie H.	93.408

EXPERIMENTAL GROUP

Name		ENGLISH
BOYS		
1	ALEJANDRO, Elan Mitchel R.	89.718
2	ELMA, Zeke Sebastian A.	87.143
3	LADINES, Jefferson V.	90.207
4	LAURESTA, Jasper John A.	87.783
5	MACARAAN, Paul Joenil A.	84.897
6	MIRANDILLA, Art Christian Angelo V.	83.788
7	OBLEFIAS, Shane Mollin O.	91.684
8	OBNAMIA, Neil Josh A.	85.572
9	ROMANA, Arvin Michael S.	91.383
GIRLS		
1	ABUSTAN, Jan Ramcyz A.	92.166
2	BELTRAN, Jacqueline P.	92.329
3	CABUNGCAL, Anne Louise S.	92.443
4	CADAO, Xyzah Marie Grace S.	94.531
5	DALISAY, Cazandra Katja A.	92.417
6	DE ASIS, Samantha Nicole T.	84.281
7	HUGO, Gwyneth Nicole V.	90.410
8	LINGGATONG, Khate Ronique C.	91.481
9	OBMERGA, Rhizia Flerilaine P.	94.057
10	PAGSISIHAN, Trixie Jeline V.	93.545
11	PAMIS, Maria Jeanette Desiree V.	95.459
12	PITAO, Claire Mae S.	85.808
13	RABE, Bianca Ysabel D.	96.860
14	SALUDARES, Eleni Rose M.	85.739
15	SALVATIERRA, Kyian Crista L.	97.364
16	SIBAL, Julia Mikaxenia R.	90.428
17	TERCIANO, Alyssa Erika M.	86.143
18	VER, Hannah Marielle V.	90.442
19	VILLANUEVA, Kleah Faith R.	90.941

Appendix H
Sample Activity for Vocabulary



HEY KIDS! Welcome to the group. I am **YNO!**
I am so happy to be with you.
We will be together for eight weeks. Here, you
will see “**POINTS TO PONDER**” and
“**ACTIVITIES**” to work on.
Let us enjoy working together!!!

POINTS TO PONDER!!!

Common English Suffixes

Suffixes are bound morphemes added to the ends of bases.
Some suffixes appear often at the end of adjectives.
These are called the adjective suffixes.
The common adjective suffixes are:
able ful al ous ish ent ary ive some

Study the chart below.

Suffix	Meaning	Example
able	having the qualities of	lovable, movable, comfortable
al	characterized by	colonial, maternal, logical
an	belonging, living in	suburban, Canadian
ary	related to, connected with	honorary, revolutionary
ent	having or showing	patient, confident
ful	characterized by	beautiful, thoughtful
ive	tending to	attentive, pensive

some	tending to	lonesome, handsome
ant	one who does	militant
ish	of or belonging to the	
	nature of	foolish, boyish, bookish
less	deprived of, without	harmless, countless
like	resembling or similar to	childlike, warlike
ous	full of	glorious, pious
y	being or possessing	stony, rainy

ACTIVITY 1

Directions: Add a suffix to the word inside the parenthesis.
The new word completes the sentence.

1. The coach was _____ during the game. (nerve)
2. The Banaue Rice Terraces is a _____ sight. (marvel)
3. A _____ man watched the proceedings. (mystery)
4. The golden wedding anniversary of my parents was a _____ occasion. (joy)
5. The price of the dress is _____. (reason)
6. There are two _____ versions of the accident. (contradict)
7. The recovery of the lost money was _____. (accident)
8. The river has a _____ flow of water. (continue)
9. The chairman was _____ of every plan made. (critic)
10. Driving too fast is _____. (danger)
11. _____ electrical wiring is the cause of the fire. (defect)
12. The players wore _____ uniforms. (differ)
13. The drive across the plain seemed _____. (end)
14. Baguio was _____ at that time of the day. (fog)
15. The dictator was _____ for power. (greed)

Appendix I
Sample Activities for Reading Comprehension



Hi kids! ~~YNO~~, at your service again.
I couldn't imagine we are on our seventh week now. Doing things with you become easier and enjoyable. Keep on doing well!!!

POINTS TO PONDER!!!

EVALUATING MATERIALS READ

Evaluating written materials is a high-level reading skill. This skill means comparing the ideas found in the reading materials to known standards of accuracy, appropriateness and timeless. This means asking questions like?: Are the facts up –to-date?

Evaluating written materials also mean deciding if the material is real or make-believe. One who evaluates materials ask: Is this story real? What things in the story tell this could really happen? Children read stories where animals and plants talk and act like people. The child could ask question like: Can animals really talk? Why are they stories where animals talk and act like people?

Here are some of things you will do to evaluate materials read:

- Identify the elements of realism in the material
- Identify the elements of fantasy in the materials
- Distinguish facts from opinions
- Identify opinionated in a story of personal experiences or adventures
- Determine the purpose of the author in writing the material
 - Does the author inform the readers?
 - Does the author persuade the readers?
 - Does the author entertain the readers?
- Determine the credibility of the author in writing the material
- Determine the up-to-date of the material

- Determine if the material is fiction or non-fiction
- Detect bias or propaganda in the material

ACTIVITY

Direction: Read the following advertisements.

Answer the questions that follow.

Write the complete answer on your paper.

*To house cleaning
breaking your back?*

RELAX!!!

Mila's Domestic Help

Efficient Affordable!

Trustworthy!

Call; 572-9581

**Want to join
Ballroom dancing
Craze?**

Enroll at: TITO'S Dance School

1582 MacArthur Hi-Way

Valenzuela, Metro Manila

Come and appreciate our expertise,

The crowd and top rate facilities!!!

Select your own schedule!!!

1. What does Ad 1 offer?
 - a. Dance instruction
 - b. House cleaning services
 - c. Maids for employment
 - d. Cleaning apparatuses
2. Which is fact of Ad 1?
 - a. Mila's Domestic help can be reached by phone.
 - b. Mila's Domestic Help will make house cleaning relaxing.
 - c. Mila's Domestic Help will make house cleaning break your back.
 - d. Mila's Domestic Help is efficient.
3. Which is the selling point of Ad 1?
 - a. Is house cleaning breaking your back?
 - b. Call telephone 527-9581.
 - c. Relax at Mila's Domestic help.
 - d. Efficient Affordable! Trustworthy!
4. Why would an offer for domestic help services prosper?
 - a. Most mothers do not like house cleaning.
 - b. House4 cleaning is very difficult.
 - c. Most homes are now maidless.
 - d. Domestic helpers work in other country.
5. What does Ad 2 offer?
 - a. Dance instruction
 - b. House cleaning services
 - c. Expensive house cleaning instructors
 - d. Top rate ballroom facilities
6. Which is a fact in Ad 2?
 - a. Tito's Dance School has top rate facilities.
 - b. Tito's Dance School has the best dance instructors.
 - c. Tito's Dance School is found along the national highway.
 - d. The best people go to Tito's Dance School.
7. Which is not an opinion in Ad 2?
 - a. One who enrolled in Toto's Dance School select his own schedule.
 - b. Dance instructors in Tito's Dance School are not expensive.
 - c. Rich matrons like ballroom dancing.
 - d. Tito's Dance School has the best ballroom dancing facilities.

8. Which could be a reason why this ad was run?
- a. Dance instructions earn much.
 - b. Ballroom dancing is the present craze.
 - c. Tito's Dance School is the first of its kind in the country.
 - d. Ballroom dancing is good for all ages.
9. What is common between the two ads?
- a. Both ads offer the same services
 - b. Both ads tell up-to- date facts.
 - c. Both ads have the same customers.
 - d. Both ads use opinions.
10. What is promised in both ads?
- a. Efficient services at affordable price.
 - b. Honest work
 - c. Easy to reach place
 - d. popularity

Appendix J
SNS-Supplemental Reading Activities

THE PROPOSED SNS – SUPPLEMENTAL READING ACTIVITIES

The SNS-supplementary reading materials respond to the needs on the improvement of the reading performance level of the learners with the focus on the different competencies or skills on vocabulary and reading comprehension. The developed reading activities are responsive to the demands on the target competencies on vocabulary and comprehension prescribed for English 6 by the curriculum guide for English of the K to 12 Enhanced Basic Education Curriculum.

The sequence and the duration of the activity for both vocabulary and reading comprehension are based on the latest curriculum guide for Grade 6 English of the Department of Education under the K to 12 Enhanced Basic Education Curriculum.

A. Vocabulary

Quarter	Week	Competencies	Topic	Mode of Action	Procedures	Success Indicators	Persons Involved
1 st	1	Infer meaning of idiomatic expressions using context clues	Context Clues	Sentences with unfamiliar words will be analyzed focusing on the context clues embedded in the statements.	1. Words which are unfamiliar will be posted. 2. Sentences correspond such unfamiliar words will also be provided. 3. Through the use of context clues, the learners will identify the meanings of the unfamiliar words.	The learners are able to determine the meaning of words using context clues.	Pupils Teachers
1 st	2	Infer meaning of idiomatic expressions using affixes	Affixes	Idiomatic expressions will be analyzed through the clues provided by the affixes.	1. Examples of affixes, their meanings, and sample contexts will be provided together with their corresponding meanings. 2. Idiomatic expressions with words having affixes will be provided. 3. The learners will determine the meanings of such idiomatic expressions through the use of the given affixes.	The learners are able to determine the meaning of words using the system of affixes.	Pupils Teachers

Quarter	Week	Competencies	Topic	Mode of Action	Procedures	Success Indicators	Persons Involved
1 st	3	Infer meaning of idiomatic expressions using roots	Roots	Meaning of words will be determined by tracing on the roots or origins of the words.	1. Examples of roots or origins, their meanings, and sample contexts will be provided together with their corresponding meanings. 2. Idiomatic expressions with words focusing on the origin or root of the words will be provided. 3. The learners will determine the meanings of such idiomatic expressions through the use of the given roots or origins.	The learners are able to determine the meaning of words using the root meaning of words.	Pupils Teachers
1 st	4-5	Infer meaning of figurative language using context clues, roots and affixes, and other strategies	Context Clues Affixes Roots	Meanings of various words will be determined with the help of knowledge on context clues, affixes, roots, and other strategies.	1. Examples of context clues, affixes, roots, their meanings, and sample contexts will be provided together with their corresponding meanings. 2. Idiomatic expressions with words having context clues, affixes, and roots will be provided. 3. The learners will determine the meanings of such idiomatic expressions through the use of the given context clues, affixes, and roots.	The learners are able to determine the meaning of the figurative language words using context clues, affixes, and other strategies.	Pupils Teachers

Quarter	Week	Competencies	Topic	Mode of Action	Procedures	Success Indicators	Persons Involved
2 nd	1	Infer meaning of borrowed words and content specific terms using context clues, affixes, roots, and other strategies (Math)	Borrowing using Context Clues Affixes Roots	Words that have several and different functions based on the field or discipline especially in Math used or referred to will be taught to the learners in order to show that a word could have several meanings depending on the contexts used.	1. Examples of borrowed words in Math will be provided together with their meanings analyzed through context clues, affixes, and roots. 2. Borrowed words used in contexts focusing on the different mathematical terms will be enumerated. 3. The learners will determine the meanings of the borrowed words through context clues, affixes, and roots.	The learners are able to determine the meaning of the borrowed words using context clues, roots and other strategies (Math).	Pupils Teachers
2 nd	2	Infer meaning of borrowed words and content specific terms using context clues, affixes, roots, and other strategies (Science)	Borrowing using Context Clues Affixes Roots	Words that have several and different functions based on the field or discipline especially in Science used or referred to will be taught to the learners in order to show that a word could have several meanings depending on the contexts used.	1. Examples of borrowed words in Science will be provided together with their meanings analyzed through context clues, affixes, and roots. 2. Borrowed words used in contexts focusing on the different Science terms will be enumerated. 3. The learners will determine the meanings of the borrowed words in Science through context clues, affixes, and roots.	The learners are able to determine the meaning of the borrowed words using context clues, roots and other strategies (Science).	Pupils Teachers

Quarter	Week	Competencies	Topic	Mode of Action	Procedures	Success Indicators	Persons Involved
2 nd	3	Infer meaning of borrowed words and content specific terms using context clues, affixes, roots, and other strategies (Health)	Borrowing using Context Clues Affixes Roots	Words that have several and different functions based on the field or discipline especially in Health used or referred to will be taught to the learners in order to show that a word could have several meanings depending on the contexts used.	1. Examples of borrowed words in Health will be provided together with their meanings analyzed through context clues, affixes, and roots. 2. Borrowed words used in contexts focusing on the different Health terms will be enumerated. 3. The learners will determine the meanings of the borrowed words in Health through context clues, affixes, and roots.	The learners are able to determine the meaning of the borrowed words using context clues, roots and other strategies (Health).	Pupils Teachers
2 nd	4	Infer meaning of borrowed words and content specific terms using context clues, affixes, roots, and other strategies (Literary Terms)	Borrowing using Context Clues Affixes Roots	Words that have several and different functions based on the field or discipline especially in Literature used or referred to will be taught to the learners in order to show that a word could have several meanings depending on the contexts used.	1. Examples of borrowed words in Literature will be provided together with their meanings analyzed through context clues, affixes, and roots. 2. Borrowed words used in contexts focusing on the different Literature terms will be enumerated. 3. The learners will determine the meanings of the borrowed words in Literature through context clues, affixes, and roots.	The learners are able to determine the meaning of the borrowed words using context clues, roots and other strategies (Literary Terms).	Pupils Teachers

Quarter	Week	Competencies	Topic	Mode of Action	Procedures	Success Indicators	Persons Involved
2 nd	5	Infer meaning of borrowed words and content specific terms using context clues, affixes, roots, and other strategies (ICT Terms)	Borrowing using Context Clues Affixes Roots	Words that have several and different functions based on the field or discipline especially in ICT used or referred to will be taught to the learners in order to show that a word could have several meanings depending on the contexts used.	1. Examples of borrowed words in ICT will be provided together with their meanings analyzed through context clues, affixes, and roots. 2. Borrowed words used in contexts focusing on the different ICT terms will be enumerated. 3. The learners will determine the meanings of the borrowed words in ICT through context clues, affixes, and roots.	The learners are able to determine the meaning of the borrowed words using context clues, roots and other strategies (ICT Terms).	Pupils Teachers
2 nd	6	Infer meaning of borrowed words and content specific terms using context clues, affixes, roots, and other strategies (EPP)	Borrowing using Context Clues Affixes Roots	Words that have several and different functions based on the field or discipline especially in EPP used or referred to will be taught to the learners in order to show that a word could have several meanings depending on the contexts used.	1. Examples of borrowed words in EPP will be provided together with their meanings analyzed through context clues, affixes, and roots. 2. Borrowed words used in contexts focusing on the different EPP terms will be enumerated. 3. The learners will determine the meanings of the borrowed words in EPP through context clues, affixes, and roots.	The learners are able to determine the meaning of the borrowed words using context clues, roots and other strategies (EPP).	Pupils Teachers

Quarter	Week	Competencies	Topic	Mode of Action	Procedures	Success Indicators	Persons Involved
3 rd	1	Clarify meaning of words using dictionaries, thesaurus	Meaning using Dictionaries and Thesaurus	Meanings (synonyms and antonyms) of each word will be found using dictionaries and thesaurus.	1. Words that are unfamiliar (in given sentences) will be provided. 2. Meanings of the unfamiliar words will be identified and posted using dictionaries and thesaurus. 3. Activities focusing on unfamiliar words (in sentences) will be enumerated where learners will identify the meanings through dictionaries and thesaurus.	The learners are able to distinguish the meaning of words depending on their uses as identified by the dictionaries and thesaurus.	Pupils Teachers
3 rd	2	Clarify meaning of words using online resource	Meaning using Online Resource	Definitions or meaning of words will be assessed based from the provided online resources.	1. Words that are unfamiliar (in given sentences) will be provided. 2. Meanings of the unfamiliar words will be identified and posted using online source. 3. Activities focusing on unfamiliar words (in sentences) will be enumerated where learners will identify the meanings through online sources.	The learners are able to distinguish the meaning of words depending on their uses as identified by online resources.	Pupils Teachers

Quarter	Week	Competencies	Topic	Mode of Action	Procedures	Success Indicators	Persons Involved
3 rd	3	Infer meaning of borrowed words and content specific terms using context clues, affixes, roots, and other strategies	Borrowing using Context Clues Affixes Roots	Meanings of various words will be determined with the help of knowledge on context clues, affixes, roots, and other strategies.	1. Examples of context clues, affixes, roots, their meanings, and sample contexts will be provided together with their corresponding meanings. 2. Idiomatic expressions with words having context clues, affixes, and roots will be provided. 3. The learners will determine the meanings of such idiomatic expressions through the use of the given context clues, affixes, and roots.	The learners are able to determine the meaning of the borrowed words using context clues, roots and other strategies.	Pupils Teachers
3 rd	4	Infer meaning of borrowed words and content specific terms using roots	Borrowing Roots	Meaning of borrowed words will be determined by tracing on the roots or origins of the words.	1. Examples of words based on roots or origins will be provided. 2. The different word roots or origins will be explained coupled with some examples. 3. Analysis on the meanings of borrowed words focusing on roots or origins will be done.	The learners are able to determine the meaning of the borrowed words using roots.	Pupils Teachers
3 rd	5	Infer meaning of borrowed words and content specific terms using prefix	Borrowing Prefix	The learners will be exposed to various activities focusing on the analysis of the meaning of the words using the given prefixes.	1. Examples of words having prefixes will be provided. 2. The different prefixes will be explained coupled with some examples. 3. Analysis on the meanings of words with the attached prefixes will be done.	The learners are able to determine the meaning of the borrowed words using prefix.	Pupils Teachers

Quarter	Week	Competencies	Topic	Mode of Action	Procedures	Success Indicators	Persons Involved
3 rd	6	Infer meaning of borrowed words and content specific terms using suffix	Borrowing Suffix	The learners will be exposed to various activities focusing on the analysis of the meaning of the words using the given suffixes.	1. Examples of words having suffixes will be provided. 2. The different suffixes will be explained coupled with some examples. 3. Analysis on the meanings of words with the attached suffixes will be done.	The learners are able to determine the meaning of the borrowed words using suffix.	Pupils Teachers
3 rd	7-10	Infer meaning of borrowed words and content specific terms using context clues, affixes, roots, and other strategies	Borrowing using Context Clues Affixes Roots	Meanings of various words will be determined with the help of knowledge on context clues, affixes, roots, and other strategies.	1. Examples of borrowed words focusing on context clues, affixes, roots, their meanings, and sample contexts will be provided together with their corresponding meanings. 2. Borrowed words and meaning identified using context clues, affixes, and roots will be provided. 3. The learners will determine the meanings of such borrowed words through the use of the given context clues, affixes, and roots.	The learners are able to determine the meaning of the borrowed words using context clues, roots and other strategies.	Pupils Teachers

Quarter	Week	Competencies	Topic	Mode of Action	Procedures	Success Indicators	Persons Involved
4 th	1	Infer meaning of borrowed words and content specific terms using context clues, affixes, roots, and other strategies	Borrowing using Context Clues Affixes Roots	Meanings of various words will be determined with the help of knowledge on context clues, affixes, roots, and other strategies.	1. Examples of borrowed words focusing on context clues, affixes, roots, their meanings, and sample contexts will be provided together with their corresponding meanings. 2. Borrowed words and meaning identified using context clues, affixes, and roots will be provided. 3. The learners will determine the meanings of such borrowed words through the use of the given context clues, affixes, and roots.	The learners are able to determine the meaning of the borrowed words using context clues, roots and other strategies.	Pupils Teachers
4 th	2	Infer meaning of borrowed words and content specific terms using roots	Borrowing Roots	Meaning of borrowed words will be determined by tracing on the roots or origins of the words.	1. Examples of words based on roots or origins will be provided. 2. The different word roots or origins will be explained coupled with some examples. 3. Analysis on the meanings of borrowed words focusing on roots or origins will be done.	The learners are able to determine the meaning of the borrowed words using roots.	Pupils Teachers

Quarter	Week	Competencies	Topic	Mode of Action	Procedures	Success Indicators	Persons Involved
4 th	1-2	Infer meaning of borrowed words and content specific terms using context clues, affixes, roots, and other strategies	Borrowing using Context Clues Affixes Roots	Meanings of various words will be determined with the help of knowledge on context clues, affixes, roots, and other strategies.	1. Examples of borrowed words focusing on context clues, affixes, roots, their meanings, and sample contexts will be provided together with their corresponding meanings. 2. Borrowed words and meaning identified using context clues, affixes, and roots will be provided. 3. The learners will determine the meanings of such borrowed words through the use of the given context clues, affixes, and roots.	The learners are able to determine the meaning of the borrowed words using context clues, roots and other strategies.	Pupils Teachers
4 th	3	Infer meaning of borrowed words and content specific terms using roots	Borrowing Roots	Meaning of borrowed words will be determined by tracing on the roots or origins of the words.	1. Examples of words based on roots or origins will be provided. 2. The different word roots or origins will be explained coupled with some examples. 3. Analysis on the meanings of borrowed words focusing on roots or origins will be done.	The learners are able to determine the meaning of the borrowed words using roots.	Pupils Teachers

Quarter	Week	Competencies	Topic	Mode of Action	Procedures	Success Indicators	Persons Involved
4 th	4	Infer meaning of borrowed words and content specific terms using prefix	Borrowing Prefix	The learners will be exposed to various activities focusing on the analysis of the meaning of the words using the given prefixes.	1. Examples of words having prefixes will be provided. 2. The different prefixes will be explained coupled with some examples. 3. Analysis on the meanings of words with the attached prefixes will be done.	The learners are able to determine the meaning of the borrowed words using prefix.	Pupils Teachers
4 th	5	Infer meaning of borrowed words and content specific terms using suffix	Borrowing Suffix	The learners will be exposed to various activities focusing on the analysis of the meaning of the words using the given suffixes.	1. Examples of words having suffixes will be provided. 2. The different suffixes will be explained coupled with some examples. 3. Analysis on the meanings of words with the attached suffixes will be done.	The learners are able to determine the meaning of the borrowed words using suffix.	Pupils Teachers
	6-10	Infer meaning of borrowed words and content specific terms using context clues, affixes, roots, and other strategies	Borrowing using Context Clues Affixes Roots	Meanings of various words will be determined with the help of knowledge on context clues, affixes, roots, and other strategies.	1. Examples of borrowed words focusing on context clues, affixes, roots, their meanings, and sample contexts will be provided together with their corresponding meanings. 2. Borrowed words and meaning identified using context clues, affixes, and roots will be provided. 3. The learners will determine the meanings of such borrowed words through the use of the given context clues, affixes, and roots.	The learners are able to determine the meaning of the borrowed words using context clues, roots and other strategies.	Pupils Teachers

B. Comprehension

Quarter	Week	Competencies	Topic	Mode of Action	Procedures	Success Indicators	Persons Involved
1 st	1	Analyze sound devices	Onomatopoeia Alliteration Assonance Consonance	Using a poem, the given sound devices will be determined and analyzed.	1. A sample poem will be provided. 2. Sample analysis of the sound devices using the given poem will be posted as well. 3. Definitions of the different sound devices will be enumerated. 4. Another poem, for the activity, will be given for analysis on the sound device.	The learners are able to analyze the poem focusing the sound devices used.	Pupils Teacher
1 st	2	Analyze poem with 4 or more stanzas in terms of its elements	Rhymes Sound Devices Imagery Figurative Language	Using a poem, the elements of a poem will be determined and analyzed.	1. A sample poem will be provided. 2. Sample analysis of the elements of poem using the given poem will be posted as well. 3. Definitions of the different elements of poem will be enumerated. 4. Another poem, for the activity, will be given for analysis on the elements of poem.	The learners are able to analyse the poem with 4 stanzas or more focusing on its elements such as rhymes, sound devices, imagery, and figurative language.	Pupils Teacher

Quarter	Week	Competencies	Topic	Mode of Action	Procedures	Success Indicators	Persons Involved
1 st	3	Determine mood, tone, and purpose of the author	Tone Mood Purpose	Using a poem, the mood, tone and purpose of the author will be evaluated.	1. A sample poem will be provided. 2. Sample analysis of the mood, tone, and purpose of the author using the given poem will be posted as well. 3. Definitions of mood, tone, and purpose of the author will be enumerated. 4. Another poem, for the activity, will be given for analysis on the mood, tone, and purpose of the author.	The learners are able to determine the mood, tone, and purpose of the author as reflected in the poem.	Pupils Teacher
1 st	4	Analyze figures of speech	Simile Metaphor	Simile and metaphor will be identified in a given poem.	1. A sample poem will be provided. 2. Sample analysis of simile and metaphor using the given poem will be posted as well. 3. Definitions of the different simile and metaphor will be enumerated. 4. Another poem, for the activity, will be given for analysis on simile and metaphor.	The learners are able to analyse the poem focusing on the meanings of the figures of speech such as simile and metaphor.	Pupils Teacher

Quarter	Week	Competencies	Topic	Mode of Action	Procedures	Success Indicators	Persons Involved
1 st	5	Analyze figures of speech	Hyperbole Irony	Hyperbole and irony will be determined in a given poem.	1. A sample poem will be provided. 2. Sample analysis of hyperbole and irony using the given poem will be posted as well. 3. Definitions of hyperbole and irony will be enumerated. 4. Another poem, for the activity, will be given for analysis on hyperbole and irony.	The learners are able to analyse the poem focusing on the meanings of the figures of speech such as hyperbole and irony.	Pupils Teacher
1 st	6	Analyze figures of speech	Culture-based Euphemism	Culture-based euphemism will be evaluated using a given poem.	1. A sample poem will be provided. 2. Sample analysis of culture-based euphemism using the given poem will be posted as well. 3. Definitions of culture-based euphemism will be enumerated. 4. Another poem, for the activity, will be given for analysis on culture-based euphemism.	The learners are able to analyse the poem focusing on the meanings of the figures of speech such as culture-based euphemism.	Pupils Teacher

Quarter	Week	Competencies	Topic	Mode of Action	Procedures	Success Indicators	Persons Involved
1 st	7	Evaluate narratives based on how the author developed elements	Settings Characters (Heroes and Villains)	The characters and the settings of a particular story or narrative will be determined.	1. A sample narrative will be provided. 2. Sample analysis of the settings and characters using the given narrative will be posted as well. 3. Another narrative, for the activity, will be given for the evaluation of the settings and characters.	The learners are able to evaluate narratives based on how the author developed its elements focusing on settings, and characters (heroes and villains).	Pupils Teacher
1 st	8	Evaluate narratives based on how the author developed elements	Plot (chronological-sequential, in medias res, flashback)	The plot of the narrative or story will be evaluated.	1. A sample narrative will be provided. 2. Sample analysis of the plot using the given narrative will be posted as well. 3. Another narrative, for the activity, will be given for the evaluation of the plot.	The learners are able to evaluate narratives based on how the author developed its elements focusing on the plot (chronological, sequential, in medias res, and flashback).	Pupils Teacher

Quarter	Week	Competencies	Topic	Mode of Action	Procedures	Success Indicators	Persons Involved
1 st	9	Evaluate narratives based on how the author developed elements	Theme Point of View	The theme and the point of view of the narrative will be assessed.	1. A sample narrative will be provided. 2. Sample analysis of the theme and point of view using the given narrative will be posted as well. 3. Another narrative, for the activity, will be given for the evaluation of the theme and point of view.	The learners are able to evaluate narratives based on how the author developed its elements focusing on theme and point of view.	Pupils Teacher
2 nd	1-2	Respond appropriately to the messages of the different authentic texts	Message of the Texts	From the given narrative, its message will be assessed in order to respond properly to the given context.	1. A text type (narrative, etc.) will be provided to the learners. 2. The learners will read and analyze the text type. 3. The learners will identify the message portrayed by the text. 4. The learners will provide simple reflection on the message of the text.	The learners are able to decode the message of the text by responding appropriately to the underlying messages of the different authentic texts.	Pupils Teacher
2 nd	3-4	Note significant details of informational texts	Noting Details	From the read texts, the learners will be noting the important and significant details mentioned.	1. The learners will be given a text type (narrative, etc.). 2. The learners will read and analyze the text. 3. The learners have to write or jot down the important or significant information mentioned or stated in the text.	The learners are able to note significant details of informational texts taken from the given texts.	Pupils Teacher

Quarter	Week	Competencies	Topic	Mode of Action	Procedures	Success Indicators	Persons Involved
3 rd	1	Distinguish text-types according to purpose and language features	Enumeration	The language features will be determined by enumerating such aspects.	1. A sample text coupled with an analysis on text types based on purpose and language features will be provided using the enumeration style. 2. A text for analysis will be provided focusing on language purpose and features. 3. The learners will read and distinguish the text-types according to purpose through enumeration.	The learners are able to distinguish text-types according to purpose and language features using the enumeration strategy.	Pupils Teacher
3 rd	2	Distinguish text-types according to purpose and language features	Time Order (Sequence, Recounts, Process)	The time order of the context present in the narrative will be assessed.	1. A sample text coupled with an analysis on text types based on purpose and language features will be provided using the time order style. 2. A text for analysis will be provided focusing on language purpose and features. 3. The learners will read and distinguish the text-types according to purpose through time order.	The learners are able to distinguish the different text-types according to purpose and language features focusing on time order (sequence, recounts, and process).	Pupils Teacher

Quarter	Week	Competencies	Topic	Mode of Action	Procedures	Success Indicators	Persons Involved
3 rd	3	Distinguish text-types according to purpose and language features	Comparison and Contrast	Comparison and contrast of the contexts present in the narrative will be evaluated.	1. A sample text coupled with an analysis on text types based on purpose and language features will be provided using the comparison and contrast style. 2. A text for analysis will be provided focusing on language purpose and features. 3. The learners will read and distinguish the text-types according to purpose through comparison and contrast.	The learners are able to distinguish the different text-types according to purpose and language features focusing on comparison and contrast.	Pupils Teacher
3 rd	4	Use appropriate graphic organizers in texts read	Graphic Organizers	The learners will present the main idea presented in the read text through the use of graphic organizers.	1. Different examples of graphic organizers will be provided. 2. Each graphic organizer will be explained and given examples based on the text type appropriate to the graphic organizer. 3. A text type will be posted for analysis. 4. The learners will choose and use an appropriate graphic organizer based on the nature of the text type.	The learners are able to present the different ideas and details in the texts read using graphic organizers.	Pupils Teacher

Quarter	Week	Competencies	Topic	Mode of Action	Procedures	Success Indicators	Persons Involved
4 th	1-2	Distinguish text-types according to purpose and language features	Cause and Effect	Cause and effect of the contexts present in the narrative will be determined.	1. A sample text coupled with an analysis on text types based on purpose and language features will be provided using the cause and effect style. 2. A text for analysis will be provided focusing on language purpose and features. 3. The learners will read and distinguish the text-types according to purpose through cause and effect.	The learners are able to distinguish the different text-types according to purpose and language features focusing on cause and effect.	Pupils Teacher
3 rd	3-4	Distinguish text-types according to purpose and language features	Problems and Solutions	Problems and solution of the contexts present in the narrative will be identified.	1. A sample text coupled with an analysis on text types based on purpose and language features will be provided using the problems and solutions style. 2. A text for analysis will be provided focusing on language purpose and features. 3. The learners will read and distinguish the text-types according to purpose through problems and solutions.	The learners are able to distinguish the different text-types according to purpose and language features focusing on problems and solutions.	Pupils Teacher

Quarter	Week	Competencies	Topic	Mode of Action	Procedures	Success Indicators	Persons Involved
4 th	5-10	Use appropriate graphic organizers in texts read	Graphic Organizers	The learners will present the main idea presented in the read text through the use of graphic organizers.	1. Different examples of graphic organizers will be provided. 2. Each graphic organizer will be explained and given examples based on the text type appropriate to the graphic organizer. 3. A text type will be posted for analysis. 4. The learners will choose and use an appropriate graphic organizer based on the nature of the text type.	The learners are able to present the different ideas and details in the texts read using graphic organizers.	Pupils Teacher

CURRICULUM VITAE

Name DAISY GLORIOSO GREGANA

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Countryside Village
Lucban, Quezon 4328

Date of Birth November 8, 1973

Place of Birth Pagbilao, Quezon



Educational Attainment

Master's Degree Master of Arts in Education with Specialization
in Elementary Education
Philippine Normal University; 2015

Collegiate Bachelor of Science in Elementary Education
Southern Luzon State University; 1994
(formerly Southern Luzon Polytechnic College)

Seminars/Trainings/Workshops Attended

Computer Literacy Program: Basic Guide and Training Skills
Office of the Extension Services
Southern Luzon State University
March 20 – 21, 2014

Regional Mass Training of English Teachers on the K to 12 Basic
Education Program
Region IV-A CALABARZON and Southern Luzon State University
May 20 to 24, 2013

GAD Orientation and Gender Sensitivity Seminar
Southern Luzon State University – Office of Extension Services
November 29, 2013

Gender Sensitivity Training (GST) & Orientation on GAD Mainstreaming
and Planning for the GAD Focal Persons of SLSU
Southern Luzon State University – Office of Extension Services
June 24 to 25, 2013

Echo-Seminar on Environmental Education through Curricular Integration
Southern Luzon State University – Office of Extension Services
March 20, 2013

Formative Assessment in Language
Phoenix Publishing House
January 24 to 26, 2013

Advanced English Pre-Employment Training (AdEPT)
AdEPT Trainer for Grammar and Fluency
Quezon Science High School - Tayabas City
May 21 to 30, 2012

Advanced English Pre-Employment Training (AdEPT)
The Business Processing Association of the Philippines and the Provincial
Government of Quezon
March 1 to 30, 2012

Work Experiences

April 1, 2009 to present	Assistant Professor 2 Southern Luzon State University Lucban, Quezon
March 26, 2007 to March 31, 2009	Instructor III Southern Luzon State University Lucban, Quezon
November 2, 2006 to March 25, 2007	Instructor II Southern Luzon Polytechnic College Lucban, Quezon
October 16, 1998 to November 1, 2006	Instructor I Southern Luzon Polytechnic College Lucban, Quezon
June 1, 1998 to October 15, 1998	Emergency Instructor Southern Luzon Polytechnic College Lucban, Quezon

June 9, 1997 to March 30, 1998

Contractual Instructor
Southern Luzon Polytechnic College
Lucban, Quezon

June 10, 1996 to March 30, 1997

Emergency Instructor
Southern Luzon Polytechnic College
Lucban, Quezon

June 7, 1995 to March 31, 1997

Emergency Instructor
Southern Luzon Polytechnic College
Lucban, Quezon

June 13, 1994 to March 30, 1995

Emergency Instructor
Southern Luzon Polytechnic College
Lucban, Quezon

Other Designation/s

2012 to present

Guidance Coordinator
SLSU - Laboratory Schools
Lucban, Quezon