ENHANCING READING PERFORMANCE OF KEY STAGE 2 LEARNERS IN THE NEW NORMAL THROUGH ONLINE READING SESSIONS

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ABSTRACT

This study aimed to assess how online reading sessions can enhance the reading performance of Key Stage 2 learners in Tulo I Elementary School. As well as thee challenges met are identified. Findings will be the basis for designing an action plan on the additional activities. The descriptive method was used in this study. Utilizing pre-test results, the teacher used self-made reading materials utilized online. A post-test assessed its effectiveness in reading performance enhancement. A questionnaire was also used to identify the challenges met. Frequency, weighted mean, and percentage were used. The respondents were 50 learners. No sampling was done. After the implementation of online reading sessions, an increase in the reading performance in terms of speed and comprehension is recorded. Some of the challenges were the feeling of isolation among the learners, lack of motivation, technical difficulties, lack of technological resources and poor follow-up. With regards to the result, reading performance improvement is only based on the teacher-made reading materials. Issues and challenges were only identified through surveys among respondents This study is unique since it focuses on the effectiveness of teacher's intervention in promoting reading performance enhancement.

Keywords: new normal, reading performance, modular distance learning, online reading, intervention programs