

Functional Literacy Level of Intermediate Grade Learners: Basis for Developing Literacy Enhancement Intervention

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Abstract- This study assessed the functional literacy level of the intermediate-grade learners of Jose Panganiban West District as the basis for developing literacy enhancement intervention. Specifically, it answered the following questions: 1) What is the profile of the teachers as to age, sex, educational attainment, years of teaching experience, and pupil respondents as to the number of household members, parents' educational attainment, parents' occupation, and household income? 2) What is the functional literacy level of the intermediate grade learners based on FLAT? 3) Is there a significant relationship between the teachers' profiles and the functional literacy level of the learners? 4) Is there a significant relationship between the learners' profile and their functional literacy? 5) What are the challenges encountered by the teachers and learners in improving the learners' literacy level? 6) What instructional material can be developed to enhance the learners' literacy level? The researcher utilized Descriptive-Correlational research as the methodology of this study. The key respondents of this study were 46 English teachers and 276 intermediate-grade learners of Jose Panganiban West District. The pertinent data were gathered using a questionnaire checklist and the Functional Literacy Assessment Tool results of the learners. The study found that among the 46 teachers of Jose Panganiban West District, there were 13 teachers aged from 26 to 30, and some are older than 26. There were more female elementary teachers than males; 59% of them had units in master's degrees and were mostly 0 to 3 years in service and in 16 years above. On the other hand, among 276 intermediate-grade pupils, 103 of them belonged to families with 5 to 6 household members where 91 parents were high school graduates and most of their income come from self-employment and as laborers; 42% of the families earn at around 1,000 to 9,999 pesos per

month. Moreover, the study revealed that out of 276 intermediate learners of Jose Panganiban West District, there 115 (42%) were under paragraph level; 112 (40%) under word level; 32 intermediate learners were still in letter level while 17 were under nothing level. The computed R-values using Pearson correlation at 0.05 level of significance between functional literacy levels and teacher's profile such as age, sex, educational attainment, and length of service had shown no statistical significance. The correlation between the functional literacy level of pupils and their profile such as parent's educational attainment and household income had shown high significance, while the parent's occupation is statistically significant. However, the number of household members at home is not significant. As to the challenges, out of 46 Intermediate English teachers, 24 agreed that they lack of other instructional materials for functional literacy. On the other hand, 192 out of 276 intermediate learners agreed that they have limited English vocabulary. Based on the findings, it is concluded that intermediate-grade English teachers of Jose Panganiban West District are primarily female teachers, 20-25 years of age, with units in master's degree and have been teaching between 0 to 3 years or more than 16 years. On the other hand, families of elementary students are typically coming from large-sized families with low incomes and whose parents were not able to reach college level and work as self-employed laborers. Thus, it was recommended that teachers may consider finishing a master's degree and attend seminars and training about research writing can help them graduate from the program and attain higher professional growth. Local units should focus on addressing these issues since family planning can help families manage their resources and reduce the financial burden associated with raising children. It was further concluded that the

learners are in need of reading intervention to help them improve and be considered as “functional”. Thus, teachers and parents must offer plenty of practice because it is essential for developing reading skills. Since learners may not have access to books or other reading materials at home, it is recommended that teachers may consider active engagement in the development and production of teacher-made alternative learning materials and instructional resources in other formats. Thus, Interactive E-Learning System for Reading is a modern, interactive, and engaging instructional material that can help learners enhance their functional literacy level.

Indexed Terms- Functional Literacy, Intermediate Grade learners, Literacy Intervention

I. INTRODUCTION

In the context of the locale and scenario of this study in accordance with Division Memorandum No. 071 s. 2022 entitled “Conduct of Reading Assessment for the School Year 2022-2023, the necessity to conduct and pursue this research was based on the observation and cognizance of the level of functional literacy skills of intermediate-grade learners in Jose Panganiban West District. Evidently, a huge percentage of the learners in the district were assessed to have least mastered skills and competencies in functional literacy in English. These were revealed in the most recent division results of the Functional Literacy Assessment Tool (FLAT), SY 2022-2023.

In response to this identified problem, the researchers found interest, motivation, and commitment to conduct a study that primarily sought to assess the level of functional literacy of intermediate-grade learners as the basis for developmentally-appropriate interventions, materials, and innovation. Assessment results specifically in terms of FLAT helped the researchers reflect and reveal the extent of difficulties and problems faced by the respondents in terms of applying practical language-related skills in real-life situations and experiences besides in classroom-based learning situations.

The researchers were also guided by the goal of providing attestations as to the affirmation or denial of

the hypothetical claims of the study as to the significant relationship between the teachers’ profile and functional literacy level of the learners and the significant relationship between the learners’ profile and their functional literacy. Therefore, the study was intended to explore and determine if the teachers’ background and learners’ functional literacy have salient connections or not and if the degree of learners’ functional literacy skills connects with their personal background.

This study generally aimed to assess the functional literacy level of the Grades 4-6 learners of Jose Panganiban West District as the basis for developing literacy enhancement intervention. It sought to attain the following objectives: (1) To identify the profile of the teacher and learner respondents as to: (a). age; (b). gender; (c). educational attainment; and (d). years of teaching experience; For the learners the following variables were used: (a). number of household members; (b). parents’ educational attainment; (c). parents’ occupation; and (d). household income.

In addition, the researchers wanted to assess the functional literacy level of the intermediate-grade learners based on the Functional Literacy Assessment Tool (FLAT), determine the significant relationship between the teachers’ profile and the functional literacy level of the learners; determine the significant relationship between the learners’ profile and their functional literacy; identify the challenges encountered by the teachers and learners in improving the learners’ literacy level; and develop instructional materials towards the enhancement of the learners’ literacy level

II. METHOD OF RESEARCH

This study used quantitative research that integrated the use of the descriptive-correlational method. The descriptive method sought to accurately and systematically describe a population, situation, or phenomenon.

This method was applied in the discussion of the objectives of each statement of the problem such as the profile of the teacher and learner respondents, the functional literacy level of the Grades 4, 5, and 6 learners based on FLAT, and the challenges

encountered by the teachers and learners in improving the learners' literacy level and developing instructional materials to enhance the learners' literacy level.

Further, the correlational method was used to determine the significant relationship between the teachers' profile as to their age, gender, educational attainment and number of years teaching, and the functional literacy level of the learners. The significant relationship between learners' profile and their functional literacy was likewise correlated in this study. The locale of this research included the selected public elementary schools in Jose Panganiban West District such as the C.B. Enverga Elementary School, Dahican Elementary School, D. Albonia Elementary School, Larap Elementary School, L.D. Bamba Elementary School, Nakalaya Elementary School, Pag Asa Elementary School, San Isidro Elementary School, San Jose Elementary School, San Martin Elementary School, San Pedro Elementary School, Sta. Elena Elementary School, Sta. Milagrosa Elementary School, Tawig Elementary School, Ulipanan Elementary School, and V. Gabo Elementary School. These were the selected school locales as these included the grades 4, 5, and 6 learners who had the lowest FLAT scores from the sixteen schools from the district.

Population, Sample Size, and Sampling Technique.

The target population of this study was the English teachers of Jose Panganiban West District and intermediate-grade learners who attained the lowest Functional Literacy Assessment Tool (FLAT) scores specifically in the nothing level, letter level, word level, and paragraph level. The population of intermediate grade level English teachers in Jose Panganiban West District was comprised of 46 teachers. These provided the actual data needed to answer the research problems. Total enumeration was used in the study. The inclusion criteria for the teacher-respondents included their teaching experiences and training attended in functional literacy instruction in early numeracy.

Description of the Respondents.

The pupil-respondents were taken from a total population of 376 Grade 4 learners, 349 Grade 5 learners, and 163 Grade 6 learners who attained the lowest FLAT results for the SY 2022-2023. The

researcher used Slovin's Formula in determining the sample size in the study.

Ethical considerations and compliance with the study were first met and addressed before its formal implementation. First, the researcher subjected the research proposal to the approval of the school heads, Public Schools District Supervisor, Schools Division Superintendent, and research committees particularly prior to the conduct of data gathering in the selected schools.

Formal request letters for approval were personally distributed by the researcher to the said authorities. Informed consent forms were given to the parents of Grade 4 to 6 learners who were included as respondents of this study since these learners are minors. The provisions of the Data Privacy Act were explained to the parents of the pupil-respondents such as keeping the identities of the pupils private and confidential.

Research Instrument

In this study, the major source of the research instrument was the Functional Literacy Assessment Tool or FLAT. In this study, the researcher included the use of two main data-gathering tools or research instruments. The Functional Literacy Assessment Tool (FLAT) Results were practically utilized in gathering data on the level of functional literacy skills in English of the pupil-respondents. Therefore, this FLAT served as the adopted research instrument to support the assessment of the learners' functional literacy level. On the other hand, the researcher-made instrument in this study was the Questionnaire-Checklist.

Data Gathering Procedure

The researchers sought permission from the Schools Division Superintendent before collecting the data. Descriptive statistics was applied in this study to accurately and systematically treat, analyze and interpret the integral data acquired by the researchers. The profile of the teacher and learner-respondents, the data were treated using percentage and ranking methods. In the second research problem, Secondary Data Analysis (SDA) was used on the functional literacy level of the Grades 4 to 6 learners in Jose Panganiban West District.

The data in research problem 3 focused on the significant relationship between the teachers' profiles and the functional literacy level of the learners. Research problem 4 focused on the significant relationship between learners' profile and their functional literacy. The Pearson Correlation Coefficient was used to determine the significant correlations between the variables mentioned above.

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

Finally, the data in the fifth research problem on the challenges encountered by the teachers and learners in improving the learners' literacy level were treated using frequency and ranking methods.

III. ANALYSIS AND INTERPRETATION OF DATA

This part provides a discussion of the research focusing on the functional literacy of the learners involved in this study. The findings provided the researchers in proposing the intervention measures to be used to address the issues and concerns met by the learners, teachers, and even administrators as regards improving the functional literacy of grade 6 learners in the Jose Panganiban West district.

Profile of the Teacher-Respondents

The profile of the teacher-respondents in terms of age, sex, educational attainment, and years of teaching experience was gathered and analyzed to have an accurate description of the respondents.

In terms of age, it was found that the 13 English teachers from Jose Panganiban West District were ranging from 26 to 30 years old, and only 2 teachers belonged to the age bracket of 46 to 50 years old. According to the Philippine Statistics Authority, the median age of employed individuals in the education sector in 2020 was 33 years old. However, the data revealed that there are more young teachers in present times in some areas, like in Jose Panganiban West District. For the last 5 years, the district has recorded 52 new teachers according to the District Administrative Officer of Jose Panganiban West District.

The profile of the respondents as to sex shows that out of 46 teachers, 31 are females while 15 are males. This proves that there are more female elementary teachers than males. This is justified by the fact that, as of SY 2022–2023, there are 148 teachers in the Jose Panganiban West District, 117 of them are female teachers and 31 of them are male teachers.

Educational Attainment. The profile of the respondents regarding their highest educational attainment shows that the majority of the respondents earned master's degree units but were not able to graduate. There are 27 teachers who have master's units, only 1 teacher who is a master's graduate, and 1 teacher who earned a doctoral unit. There may be various reasons why some teachers may not be able to complete their master's degree, such as financial constraints, personal circumstances, work demands, and hesitance to enroll in thesis writing.

In terms of the number of years of teaching experience, most English teachers have 0 to 3 years of teaching experience. There are 20 teachers with 0–3 years of teaching experience and only 1 English teacher with 13–15 years of teaching experience.

Profile of Learner-Respondents

The profile of the learner-respondents in terms of the number of household members, parents' educational attainment, parents' occupation, and household income were gathered and analyzed to have an accurate description of the respondents.

Household Members. The results showed that in all grades in the intermediate level—grades 4, 5, and 6 in Jose Panganiban West District—household members range from 5 to 6, and the least number of household members is 1-2.

Parents' Educational Attainment. The profile of the respondents as to their parent's highest educational attainment shows that in all grade levels, most parents of the students of Jose Panganiban West District were only able to finish high school and only one has no formal schooling but can read and write. Due to poverty and insufficient income to support family requirements, they are forced to work to support their families, which prevents the majority of them from completing their education.

Parents' Occupation. The profile of the respondents as to their parents' occupation reveals that the majority of the parents of the learners work as laborers and self-employed, and only a least number of parents are working in a private institution. Based on the location and present economic situation of Jose Panganiban, many parents who are high school graduates are self-employed. This includes jobs such as farming own land, fishing, and selling own-made products. Moreover, there are parents who raise their family working as a laborer in a construction site or in a shop. Household Monthly Income. According to the respondents' household monthly income profiles, the data shows that in all grade levels, the majority of the families earn between ₱1, 000 to ₱9, 999 per month. However, there are few families who earn a decent amount that could suffice for the family's needs.

Functional Literacy Level of Intermediate Grade Learners based on Functional Literacy Assessment Tool

Out of 276 learners, there are 115 under paragraph level, and 112 learners under word level. However, there are 32 intermediate learners who are still at the letter level while 17 are under the nothing level. These statistics highlight the need for continued efforts to improve the reading ability of Jose Panganiban West District intermediate students, including the provision of adequate resources, teacher training, and targeted interventions to address reading difficulties.

Though the majority of the students are at word and paragraph level, the percentage of around 40% is still low since intermediate students are expected to read with proficiency and comprehension. This result can be attributed to school closures due to the pandemic. Parents have been charged with the education of their children. Parents have carried out their responsibilities as teachers at home in line with their knowledge and abilities. We all know that the pandemic further pushed the development of students backward even before the pandemic struck where assessments showed that some learners were already struggling to meet the minimum required literacy proficiency. We can prove that all schools in the Philippines are affected, not only in Jose Panganiban District.

Significant Relationship between Teachers' Profile and Functional Literacy Level of Learners

At $\alpha = 5\%$ level of significance, the teacher's profile such as age, sex, educational attainment, and number of years in service had shown no relationship between the teachers' profile and the functional literacy levels of the learners. This implies that the learner's reading ability is not directly affected by the teacher's age, sex, educational attainment, and length of service.

Significant Relationship between Learners' Profile and their Functional Literacy Level

At $\alpha = 0.05$ level of significance, the learner's profile such as parent's educational attainment and household income had shown a high correlation with the learner's reading level. Moreover, the relationship between the parent's occupation and the learner's functional literacy level is statistically significant. On the other hand, there is no significant relationship between the number of household members and the learner's reading level.

Challenges encountered by Teachers and Learners related to Functional Literacy

Out of 46 teachers, 24 answered that there is a lack of other instructional materials specific to functional literacy and only 3 teachers said that there is a limited knowledge on pedagogical approaches specific for functional literacy. Based on the data, teachers' major concerns regarding the improvement of students' functional literacy are the lack of instructional materials and the limited time to conduct reading remediation for learners having difficulties.

Developed Instructional Material to Enhance the Learners' Literacy Level

The insufficiency of materials based on the findings of this research motivated the researcher to develop the said instructional material to enhance the functional literacy of the learners in the Jose Panganiban West district.

The developed output of this research is in the form of an Interactive E-Learning System for Reading. The beneficiaries are the struggling intermediate learners in reading. The developed material was anchored on the levels of the Functional Literacy Assessment Tool that emphasizes reading letters, words, and sentences

as well as comprehension. It includes topics as well as activities and games that can help the learners understand the lessons.

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The profile of the teacher-respondents was determined in terms of age, sex, educational attainment, and years of teaching experience. In terms of age, it was found that the 13 English teachers from Jose Panganiban West District were ranging from 26 to 30 years old, and only 2 teachers belonged to the age bracket of 46 to 50 years old. The said district received many young and beginning teachers.

The profile of the respondents regarding their highest educational attainment showed that the majority of the respondents earned master's degree units but were not able to graduate. There are 27 teachers who have master's units, only 1 teacher who is a master's graduate, and 1 teacher who earned a doctoral unit. There may be various reasons why some teachers may not be able to complete their master's degree, such as financial constraints, personal circumstances, work demands, and hesitance to enroll in thesis writing.

In terms of the number of years of teaching experience, most of English teachers have 0 to 3 years of teaching experience. There are 20 teachers with 0–3 years of teaching experience and only 1 English teacher with 13–15 years of teaching experience. This proves that there are lots of teachers in Jose Panganiban West District who are new to the field.

In terms of the profile of learner-respondents, it was measured in terms of the number of household members, parents' educational attainment, parents' occupation, and household income were gathered and analyzed to have an accurate description of the respondents.

Data shows that in all grades in the intermediate level—grades 4, 5, and 6 in Jose Panganiban West District, the household members range from 5 to 6, and the least number of household members is 1-2.

The profile of the respondents as to their parents' occupation reveals that the majority of the parents of

the learners work as laborers and self-employed, and only a least number of parents are working in a private institution. Based on the location and present economic situation of Jose Panganiban, many parents who are high school graduates are self-employed. This includes jobs such as farming own land, fishing, and selling own-made products. Moreover, there are parents who raise their family working as a laborer in a construction site or in a shop.

Finally, in terms of household monthly income. According to the respondents' household monthly income profiles, the data shows that in all grade levels, the majority of the families earn between ₱1, 000 to ₱9, 999 per month. However, there are few families who earn a decent amount that could suffice for the family's needs.

The functional literacy level of intermediate-grade learners was collected and tabulated and assessed in terms of nothing level, letter level, word level, and paragraph level to provide an accurate representation of the respondents.

The functional literacy level of intermediate learners in Jose Panganiban West District. Out of 276 learners, there are 115 under paragraph level and 112 learners are under word level. However, there are 32 intermediate learners who are still at letter level while 17 are under nothing level. These statistics highlight the need for continued efforts to improve the reading ability of Jose Panganiban West District intermediate students, including the provision of adequate resources, teacher training, and targeted interventions to address reading difficulties.

The correlation between the teacher's profile and the learner's functional literacy level is set at a 5% level of significance, the teacher's profile such as age, sex, educational attainment, and number of years in service had shown no statistical significance with the learner's functional literacy level, thus the two variables have weak to no relationship. This implies that the learner's reading ability is not directly affected by the teacher's age, sex, educational attainment, and length of service. Significant Relationship between Learner's Profile and their Functional Literacy Level showed a high correlation with the learner's reading level. Moreover, the relationship between the parent's occupation and

the learner's functional literacy level is statistically significant. On the other hand, there is no significant relationship between the number of household members and the learner's reading level.

The finding revealed showed that out of 46 teachers, 24 answered that there is a lack of other instructional materials specific to functional literacy and only 3 teachers said that there is a limited knowledge on pedagogical approaches specific for functional literacy. Based on the data, teachers' major concerns regarding the improvement of students' functional literacy are the lack of instructional materials and the limited time to conduct reading remediation for learners having difficulties. Furthermore, there is a small number of teachers who agreed that there is a lack of specific curriculum provisions, limited assessment tools, and limited knowledge of pedagogical approaches specially designed for functional literacy. Some teachers specifically answered the challenges they encountered such as lack of funds and support, lack of parental involvement and stakeholder support, poor internet signal at school, and absenteeism of target learners.

The developed output of this research is in the form of an Interactive E-Learning System for Reading for intermediate learners specifically those who are struggling with reading. This material was developed and anchored on the levels of the Functional Literacy Assessment Tool that emphasizes reading letters, words, and sentences as well as comprehension. It includes topics as well as activities and games that can help the learners understand the lessons.

V. FINDINGS

The findings of the study were summarized as indicated below:

1. The Profile of the Teacher-Respondents was determined in terms of age, sex, educational attainment, and years of teaching experience. In terms of age, it was found that the 13 English teachers from Jose Panganiban West District were ranging from 26 to 30 years old, and only 2 teachers belonged to the age bracket of 46 to 50 years old. Their highest educational attainment showed that the majority of the respondents earned master's degree units but were not able to graduate.
2. The functional literacy level of intermediate-grade learners revealed out of 276 learners, there are 115 under paragraph level and 112 learners under word level. However, there are 32 intermediate learners who are still in the letter level while 17 are under the nothing level. These statistics highlight the need for continued efforts to improve the reading ability of Jose Panganiban West District intermediate students, including the provision of adequate resources, teacher training, and targeted interventions to address reading difficulties.
3. The correlation between the teacher's profile and the learner's functional literacy level is set at 5% level of significance, the teacher's profile such as age, sex, educational attainment, and number of years in service had shown no significant relationship. This implies that the learner's reading ability is not directly affected by the teacher's age, sex, educational attainment, and length of service.
4. The correlation between the learner's profile and their functional literacy level had shown high significance with the learner's reading level. Moreover, the relationship between the parent's

occupation and the learner's functional literacy level is statistically significant. On the other hand, there is no significant relationship between the number of household members and the learner's reading level.

5. Data showed that there is a lack of other instructional materials specific to functional literacy and only 3 teachers said that there is limited knowledge on pedagogical approaches specific for functional literacy. Based on the data, teachers' major concerns regarding the improvement of students' functional literacy are the lack of instructional materials and the limited time to conduct reading remediation for learners having difficulties.
6. The developed output of this research is in the form of an Interactive E-Learning System for Reading for intermediate learners specifically those who are struggling with reading. This material was developed and anchored on the levels of the Functional Literacy Assessment Tool that emphasizes reading letters, words, and sentences as well as comprehension. It includes topics as well as activities and games that can help the learners understand the lessons.

CONCLUSION

Based on the findings, the following conclusions were obtained.

1. Intermediate grade English teachers of Jose Panganiban West District are primarily female teachers, 20-25 years of age, with units in master's degree and have been teaching between 0 to 3 years or more than 16 years. On the other hand, families of elementary students of Jose Panganiban West District are typically coming from large-sized families with low incomes and whose parents were not able to reach college level and work as self-employed laborers.
2. The learners are in need of reading intervention to help them improve and be considered as "functional". That is, to make them able to read material needed to function in everyday life. These pupils especially those in word, letter, and nothing level are at risk since intermediate-grade pupils are expected to have developed a solid foundation in basic grammar and can understand complex sentence structures with some effort. They must

also be able to use context clues to determine the meaning of unfamiliar words.

3. Teachers' backgrounds such as age, sex, educational attainment, and length of service have no significant relationship with the reading ability of the learners.
4. Family demographic background such as parents' income, occupation, and educational attainment have a highly significant relationship with their functional literacy level. Higher-income, better jobs and higher educational attainment help develop a child to have higher reading achievement.
5. Jose Panganiban West District is lacking instructional materials designed specifically for the improvement of the functional literacy of learners. Learners usually encounter words that are unfamiliar to them making it hard for them to understand the message of a sentence or a text.
6. Interactive E-Learning System for Reading is a modern, interactive, and engaging instructional material that can help learners enhance their functional literacy level.

RECOMMENDATIONS

In light of the findings and conclusions, recommendations were provided in this study.

1. Teachers may consider finishing a master's degree even after using the Certificate of Complete Academic Requirements (CAR) for promotion. Attending seminars and training about research writing can help them graduate from the program and attain higher professional growth. Family planning campaigns and livelihood programs are some best ways to help families get a better life. Local units should focus on addressing these issues since family planning can help families manage their resources and reduce the financial burden associated with raising children. This can lead to increased economic stability and a reduction in poverty.
2. It is important to create a positive and supportive learning environment that emphasizes effort and progress rather than just achievement. Teachers must offer plenty of practice because practice is essential for developing reading skills. Provide students with plenty of opportunities to read independently, as well as opportunities to read

aloud and receive feedback. Lastly, they can use technology to support learning. There are digital tools and apps available that can support struggling readers, such as text-to-speech software, audiobooks, and interactive reading games and we can also create localized digital instructional material.

3. Teachers should be trained in evidence-based reading instruction that is grounded in research on effective reading practices. This can include training on phonics, vocabulary development, comprehension strategies, and fluency instruction. Moreover, they should be trained in how to use technology to support reading instruction. This can include training on how to use digital tools such as e-books, audiobooks, and speech-to-text software to support struggling readers.
4. Schools should strengthen the availability of school libraries and reading corner in every classroom. Many poor Filipino students may not have access to books or other reading materials at home. Providing access to reading materials can help to foster a love of reading and improve reading skills. Aside from the learner's material, other reading materials both in print and digital must be available in the library and in the reading corner. These materials must be catchy and interesting so that young learners will be motivated to browse them.
5. Developing instructional materials that address reading difficulty can be a powerful tool for supporting struggling readers. Ideal learning materials are those that are portable and can be shared to other teachers. Teachers may consider active engagement in the development and production of teacher-made alternative learning materials and instructional resources in other formats like reading modules, work texts, storybooks, strategic reading intervention materials, and other computer-based resource materials to enhance the functional literacy of learners. To improve the vocabulary of students, teach students how to use context clues to understand unfamiliar words. Encourage students to use context to infer the meaning of words they do not know. Also, teach them about root words and affixes, which can help them to understand the meaning of unfamiliar words.
6. In future studies, Interactive E-Learning System for reading can be utilized, tested, and evaluated by

both learners and professionals to test its effectiveness and functionality. It should consider a longer timeframe to capture any changes in functional literacy levels over time. It should consider conducting follow-up assessments to determine if the intervention has a lasting effect. Improvements to the system can be made based on the result of the study.

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