

READING MATERIALS PREPARED FOR REGION VI ELEMENTARY SCHOOL PUPILS

From summer, 1982 to school year 1986-87, four groups of reading grantees were supported by Region VI MECS in connection with the Regional project in materials development headed by Dr. Antonio V. Tanchuan and Miss Xenia Dedel, then Regional Director and Regional English Supervisor, respectively.

The MECS Region VI grantees who worked for their Master of Arts in Education with specialization in reading (English), at CPU were required to do a special project of writing and validating reading materials for the various elementary grades, in response to the great need in Region VI for reading materials. Each of these reading materials included a test aimed to measure vocabulary and comprehension skills.

Each project report included the reading materials and tests prepared by each grantee and a teacher's manual to guide teachers in the field on how to use the reading materials.

As the grantees were helped to develop the reading materials, the CPU School of Graduate Studies soon became fully aware that two types of "expertise" were demanded

from the reading grantees: capacity for omnibus writing and ability to construct excellent tests. These two need not be facets of the same "coin". For one can construct a good test from bad material (and, in the process, show how bad the material is!), and one can construct a bad test on well-written materials. Those who advised the reading grantees tried to help them improve their stories/essays and the accompanying test exercises for the grantees understandably could not be trained to be both excellent writers and test makers after just a year or two of graduate work.

It is clear that the need to adapt does not guarantee accuracy of the adapted material nor preservation of the spirit of the original. The implication of this observation is that there should be some kind of departmentalization of adapters, putting in, say, the natural science group those who have shown promise in the adaptation of science materials. Of course, this means that somewhere in the decision-making there should be a comparative study of original and adapted materials, in order to determine who do(es) the adapting best.

The reading materials and tests developed by the following grantees and others who have yet to put their special projects in a form acceptable to MECS may require additional emendations before these can be adopted for use in Region VI

1. Alexis A. Alisan
2. Zita D. Alon
3. Rhodora L. Aujero
4. Fe V. Baliguas
5. Rebecca S. Barrido
6. Ma. Fe O. Belonio
7. Lucita D. Bilbao
8. Josephine A. Cañonero
9. Lumensita B. Cartagena
10. Paz B. Cuevas
11. Alicia B. Dator
12. Rosario D. Delfinado
13. Marylou T. Demegillo
14. Lourdes F. Denate
15. Emiliana P. Estrellan
16. Eveleth C. Gamboa
17. Gloria G. Ganancial
18. Elnorita H. Gonova
19. Adelaida J. Gonzaga
20. Mercedita T. Guisinga
21. Perla C. Habana
22. Elnora G. Lavalle
23. Ivy L. Malunda
24. Obdulia N. Mendoza
25. Editha E. Negosa
26. Nancy R. Oranio
27. Regina O. Osano
28. Corazon S. Pacifico
29. Maura F. Pait
30. Jazmin C. Pama
31. Felix M. Pelingon
32. Ophelia P. Seyno
33. Betty V. Sedonio
34. Mae S. Sombiro
35. Celia P. Sumagaysay
36. Monica V. Vargas