

## Drop Everything and Read: An Assessment of Students' Reading Habits and Comprehension

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### ABSTRACT

Reading is one of the macro skills in English that is a target for enhancement in the Purposive Communication English course in college. This is a fundamental skill for students' academic success, personal development, and lifelong learning. To motivate more students to read, the Drop Everything and Read Program has been implemented by the English College professors of Lyceum of the Philippines University, Manila. This study employed a descriptive correlational design to assess the reading habits and reading comprehension of 418 college students enrolled in a Purposive Communication course. This program increased the utilization of books in the library and incorporates a book report requirement. Students have been required to choose a book related to their course and submit a book report, accompanied by a corresponding template, in which they write about the insights gained and reflections. The Revised Bloom's Taxonomy guided the comprehension assessment. Based on the results, students' reading engagement and library visitation increased because it is part of the school's requirement. It was revealed that without the requirement, students are not captivated by reading lengthy materials because they read according to their interests. These findings indicated that the Drop Everything and Read program of the Department of Languages and Humanities increased the students' value of reading habits and comprehension. This implies that students appreciated the program in expanding their knowledge to the degree they have taken, improving their vocabulary and reading skills, and reading not only in their interest but as an accomplishment for professional development.

**Keywords:** Drop Everything and Read, library utilization, reading habits, reading comprehension, Purposive Communication course

### INTRODUCTION

#### Background of Study

Reading is an important macro skill in communication. It is also a critical tool for college students to achieve academic success and cognitive growth. Through reading, students can acquire knowledge, develop critical thinking, decipher complex information, understand diverse perspectives and cultures, and boost creativity and imagination. Thus, continuous improvement and mastery must be considered as students mature. According to Mehta et al., (2005) the essential components of reading are phonemic awareness, phonics, fluency, vocabulary, and comprehension. These key components should be well-developed as a student reaches collegiate years.

Students' reading motivations are associated with their desire and reasons to engage in reading activities. Nurturing reading motivation plays a significant role in developing stronger reading skills and interests among students. Developing students' reading motivation can help them to read more frequently and improve their

reading comprehension and proficiency (Kivak, 2024). Motivations for reading are rooted in students' curiosity, involvement, and confidence. Will determines their motivation to read. This can spark engagement and understanding about the material they read to becoming competent readers and individuals.

Reading habits and reading comprehension are two key elements in learning a language. Several studies have shown that reading habits often refer to the repeated practices and patterns on how and why a person engages in the reading process. This includes the amount of time spent, the quality of material read, the frequency of reading activity devoted, and the interests involved. On the other hand, reading comprehension deals with the ability to read, process, and understand the meaning of written text. This involves decoding symbols, extracting meaning, and integrating complex processes through interaction with the printed materials. Rendi & Yeni Rahmawati (2024) concluded that reading habits and reading motivation may have a medium and positive influence on the students' reading comprehension, considering the internal and external factors in reading, such as aptitude, language ability, environment, and support services and facilities.

A study from the National Reading Panel says that phonemic awareness is the foundation of proper speech and pronunciation because it involves recognition of words, manipulation of sounds, and is the gateway to correct spelling. It is affected by the native language of the learner; this should still be given attention for better comprehension and sentence usage. This is common in the oral execution of language. Phonics is related to literacy development, particularly in written language. A student cannot be effective in phonics without phonemic awareness. These key indicators will affect fluency if not practiced correctly.

Anderson's model 2003 indicates that reading should be strategized to achieve fluency. Fluency is the ability to read with acceptable comprehension. Some students still find difficulty in comprehension because of a lack of focus and poor understanding of vocabulary. This can be solved through the responsibility and discipline of the professors at the tertiary level teaching any communication course. Several reading strategies must be implemented to motivate students to practice reading and improve comprehension.

The Drop Everything and Read is a practice of the Department of Education in the Philippines, which, according to American Library Education, originated from American families to make reading a priority. This program promotes opportunities for students to collaborate and share insights. This fosters peer support and strengthens interpersonal relationships. Since it is the responsibility of the educators to guide the students in comprehension, projects on boosting comprehension are recommended by educators. This practice is not only limited to Basic Education, but continuity in Higher Education is also recommended for students to be prepared for the workplace.

The effectiveness of the DEAR-Drop Everything and Read program was mentioned in the study of Williams (2017) and cited by Prasetyaningrum (2020). It was stipulated that reading can trigger reading pleasure, which can transform it into a habit. This habit should be sustained among college students because they do not read when not required. It was indicated in the study of Olivar et al (2014) that this program improved communication skills because of its impact on lifelong learning; these are learners who should continue an initiative even without formal education requirements. In a quasi-experimental study by Boholst (2024), a pre-test and post-test of the Drop Everything and Read program shows that scores of students in reading comprehension increased and promoting literacy and academic achievement among the students who participated in the program.

As part of the strategies of the professors in the American English Association, the need for before, during, and after reading will sustain students' comprehension. Before reading, activating prior knowledge of students is essential. This involves unlocking vocabulary difficulties, asking essential questions, and the KWLH- what students know, want to know, and learn, which originated from Ogle (1986) as cited by Alsaaidh (2020). During reading, there is a need for constant monitoring of how students connect themselves with the text. Marking the text to highlight important terms is one practice. Boren & Ramey (2000), as cited by Reiman (2024), think aloud while reading to see how students absorb the text's message, which is another strategy to be practiced. A reading guide will also help the students in organizing their thoughts and the sequence of the story. After reading is a follow-up and comprehension test. In this part, students should answer questions about the text or story they have read. A graphic organizer can be constructed to summarize the text. Sequencing events and summarizing maps or story elements charts will also test comprehension.

Students can self-assess their reading habits and interests using the Metacognitive Reading Strategies Inventory. Reading is a multi-faceted process that involves monitoring comprehension, acquiring vocabulary, decoding words, understanding the text content, and drawing meaning from the text (Villanueva, 2022). Employing metacognitive reading strategies can further improve the reading comprehension performance and vocabulary skills of the students, which would allow them to enhance their problem-solving skills and reflective thinking to change their habits of reading only when required. Additionally, professors in college can emphasize the benefits of reading from Education and Career Trends (2021). These will motivate students to value the importance of mental simulation, and the development of skills in fluency, comprehension, vocabulary enhancement of critical thinking skills, improvement of focus and concentration, knowledge enhancement, and better writing skills.

In a similar study of Villanueva (2022), it was highlighted that the three commonly used metacognitive strategies of some college students are Problem-Solving Reading Strategies (PROB), Global Reading Strategies (GLOB), and Support Reading Strategies (SUPP). These metacognitive strategies can help to improve their reading comprehension skills in understanding the content and meaning of the text material. Employing effective metacognitive strategies can facilitate young adult students' knowledge, skills, and data information. This can also lead to enhancing their learning independence and higher-order thinking skills. Thus, course facilitators and instructors, language developers, reading experts, policymakers, and educational leaders must update and review the current curriculum to ensure that the metacognitive reading strategies are incorporated and integrated across instruction and disciplines.

Learning about these benefits was applied in the book report submission of the students. A book report template that guides the students on comprehension was discussed for students to achieve the expectations of the professors. The English professors asked the students to write about the insights gained from the readings and integrate them into their course of specialization in their bachelor's degree. The insights gained refer to acquired knowledge or awareness based on the text that shows deeper comprehension. The book report of the students contains the relevance of the book to the program. The choice of book should help students learned new vocabulary words from the course, and situations on how they could use those in the real-life field should be indicated. The objectives should be enumerated into three, focusing on knowledge, values, and skills. These objectives should be met at the end of the activity. Moreover, insight into societal norms was discussed to emphasize the value. The impact on contemporary perspectives was elaborated to see the sustainability of its purpose. A narrative flow to further explain what they have read is done simultaneously. The narratives of the students were also aligned to Revised Bloom's Taxonomy, which incorporates questions about remembering, understanding, applying, analyzing, evaluating, and creating. This guide tests the levels at which they stand out in critical reading. The readability is a factor in how the students use their own words as they absorb the text. The need to identify the central theme of the book indicates that the main idea or underlying meaning in the piece of writing should be connected. At the end of the report strengths and weaknesses of reading, and recommendations to future readers should be stipulated by the readers. The book report was graded with the use of rubrics, which contain the following grading components of content, organization, mechanics, elaboration of details, and alignment to the target skill.

In the setting of the study, the library, which they called Academic Resource Center, was designed as a conducive space for learning for students to enjoy their purpose of reading. According to Ari (2017), it is a place for interaction between humans and information and plays a role in the nation's cultural heritage. Students could be more motivated if there were a strategy that the librarians would implement. To address this concern, the Department of Languages and Humanities of the Lyceum of the Philippines University initiated coordinating with the Academic Resource Center of the university in launching the Drop Everything and Read. This was implemented as a grade component in the Purposive Communication course. Students were required not just to borrow books but also to become interactive with their colleagues through focus group discussions. The use of Bloom's Taxonomy levels helps the students comprehend their readings more. To monitor how the students' progress in this program, a borrower's slip was assigned to be monitored by the librarians. At the end of the reading process, librarians should sign the book report before it is turned in to their respective professors.

This study utilized this learning model to teach college students to value reading, develop more interest in reading, test their comprehension skills, and improve their difficulties in comprehension difficulties. The integration of Drop Everything and Read in the course Purposive Communication by the Department of Languages and Humanities at a private university in Manila increased the utilization of books in the library, and students were required to borrow books for them to read. This study is beneficial to students, educators, professionals, and the institution because it targets the learning styles of students, the effectiveness of strategies of educators, and the value of reading among professionals to improve resources, curriculum, and instruction of the institution.

This study is limited to students of Purposive Communication at the college level because it is an English course offered in college and approved by the Commission on Higher Education, where macro skills such as reading, listening, writing, and speaking could be assessed. It is an opportunity to apply different strategies in reading. Purposive Communication is also designed to target globalization, academic, and workplace communication. Reading opportunities are assessed in this course and integrated into different disciplines.

## Research Questions

This study aimed to assess the reading habits and reading comprehension among college students under the Purposive Communication English course using the Drop Everything and Read (DEAR) program. This enhancement program is intended to boost the reading skills of the students and the utilization of books in the library.

Specifically, it sought to answer the following questions:

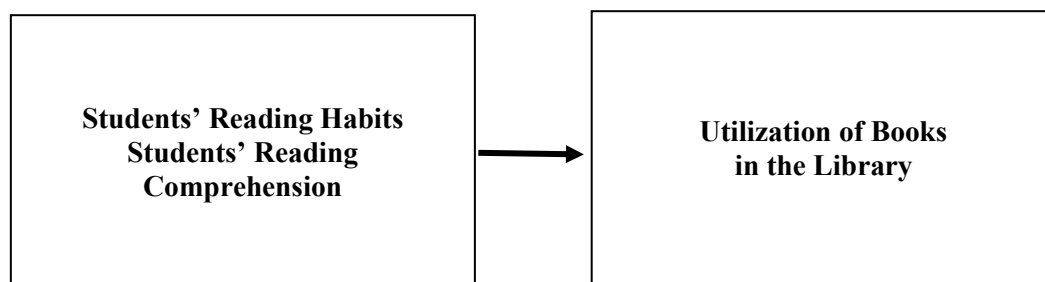
1. How may the respondents' profiles be described in terms of:
  - a. Reading habits and
  - b. Reading motivation?
2. What is the percentage difference in the utilization of books by participants before and after the Drop Everything and Read program in terms of:
  - a. Per month
  - b. Per year
3. What are the reading comprehension challenges that the students encountered in reading?
4. What metacognitive strategies did students employ to understand the text after the Drop Everything and Read Program?
5. How may the findings of the study help in improving the reading ability of the students?

### Hypotheses/Conceptual Framework

Based on the major problems of the study, the researchers raised the following hypotheses for acceptance or rejection at the .05 level of significance.

**H<sub>0</sub>:** There is no significant difference in the utilization of books in the library after the Drop Everything and Read Program

**H<sub>a</sub>:** There is a significant difference in the utilization of books in the library after the Drop Everything and Read Program



**Figure 1.** Conceptual Framework of Students' Reading Habits, Reading Comprehension, and their Utilization of Books in the Library

The figure above shows the major variables of this study. The students' reading habits and reading comprehension serve as the independent variables (variable X), and the books' utilization sets as the dependent variable (variable Y). Based on the given variables, the conceptual framework assumes that students' reading habits and reading motivation correlate significantly with their utilization of books in the library.

### METHODOLOGY

**Design:** This study employed a descriptive-correlational research design to assess the reading habits and reading comprehension of the respondents using Bloom's taxonomy comprehension and their reading test scores. This quantitative research aims to quantify and measure variables, relationships, or phenomena using numerical data and statistical analysis.

**Sampling:** The researchers utilized a purposive sampling technique among the 418 students enrolled in the Purposive Communication course at Lyceum of the Philippines University-Manila, Philippines, for A.Y. 2023-2024. To be included in this, respondents had to meet the following criteria: (a) enrolled in the Purposive Communication course during the A.Y. 2023-2024 at LPU-Manila; (b) between the ages of 18 and 25 years old; and (c) voluntarily agreed to participate in the study and provided informed consent. This is a procedure that involves collecting data to test hypotheses or answer questions concerning the status of the subject. An online survey was created using Microsoft Office 365 Forms. The comprehension of students was assessed with the guidance of Bloom's Taxonomy, as well as their level of comprehension through a reading test score. The instrument was posted on the MS Teams accounts of the students. Conducting online surveys would the researchers to gather data easily and efficiently through their responses and data analysis. This can also guide them in examining the data to generate conclusions and meaningful analysis of the data.

**Data Analysis Procedure:** The instrument's construction was based on the statement of the problem and relevant research gaps in the literature and studies related to the study. The questionnaire was submitted to the three English language experts for approval and revision. All the suggestions and recommendations were

incorporated into the final draft. Retrieval of the responses was undertaken as soon as the questions were answered. Using the Weighted Mean and Standard Deviation, the data were statistically treated to establish the average of the collected data and to establish the gap between the results. The statistical treatment employed shows a specific percentage of observations made in the study, and the low standard deviation indicates that the data are closer to the mean. It expresses the relative frequency of responses and other data. Meanwhile, the frequency shows the actual value of data that occurred. The information obtained was analyzed using inferential statistics to interpret and generate inferences properly and determine the significant differences in the utilization of books in the library.

**Ethical Considerations:** Ethical standards in research serve as guidelines that regulate interactions between researchers and their respondents (Mack et al., 2025). The researchers adhered to the Data Privacy Act of 2012, or Republic Act No. 10173, to ensure the safety and confidentiality of personal information to be gathered. The protocol aims to secure the rights of individuals to privacy and communication while fostering innovation and growth. The questionnaire was validated by the Office of the Data Privacy in the Lyceum of the Philippines University to adhere to this law. All participants were provided with informed consent forms containing identical information. The researchers ensured fairness in survey distribution by maintaining consistency, confidentiality, and secure data management. Data collection was conducted electronically, with no personal identifiers recorded to protect participant anonymity. By implementing these measures, the study safeguarded the participants' confidentiality and prevented any potential exploitation.

## RESULTS AND DISCUSSION

Using the Revised Bloom's Taxonomy, the students were assessed in their lower-order and higher-order thinking skills as they read. Applying, Analyzing, Evaluating, and Summarizing are the most dominant results that students produce after reading. It indicates that students at the college level were able to achieve higher-order thinking skills during the Drop Everything and Read Implementation; however, the majority range in neutral because students feel that it is the safest way to answer questions, and that also indicates their practices every time they read a book.

The Drop Everything and Read program of the Department of Languages and Humanities increased the students' value of reading habits and motivation, which 85% of the students agreed was very effective. This implied that students appreciated the program in terms of increasing their knowledge to the degree they have taken, improving their vocabulary and reading skills, and reading not only in their interest but as an accomplishment for professional development.

**Table 1:** Respondents' Reading Habits

| Statements on Reading Habits                           | 1   | 2   | 3   | 4  | 5   | Mean        | Interpretation |
|--------------------------------------------------------|-----|-----|-----|----|-----|-------------|----------------|
| 1. Setting a reading schedule                          | 50  | 100 | 156 | 84 | 28  | <b>2.86</b> | Often          |
| 2. Eliminating distractions during reading time.       | 112 | 133 | 130 | 36 | 7   | <b>2.27</b> | Often          |
| 3. Keeping a reading journal.                          | 38  | 77  | 146 | 92 | 65  | <b>3.2</b>  | Never          |
| 4. Making sure to finish a book reading                | 106 | 123 | 133 | 44 | 12  | <b>2.36</b> | Often          |
| 5. Reading with a partner every time they read a book. | 35  | 65  | 94  | 84 | 140 | <b>3.55</b> | Never          |
| 6. Reading multiple books at the same time.            | 47  | 82  | 125 | 74 | 90  | <b>3.19</b> | Never          |
| 7. Listening to music while reading                    | 124 | 94  | 98  | 45 | 57  | <b>2.56</b> | Often          |
| 8. Setting a goal to finish the reading.               | 77  | 124 | 119 | 62 | 36  | <b>2.66</b> | Often          |
| 9. Reading a book in just one sitting.                 | 62  | 102 | 123 | 86 | 45  | <b>2.88</b> | Often          |
| 10. Summarizing what they have read.                   | 69  | 118 | 154 | 57 | 20  | <b>2.62</b> | Often          |
| Total Weighted Mean                                    |     |     |     |    |     | <b>2.82</b> | Often          |

Table 1 describes the reading habits of the respondents that display consistent behaviour and practices when reading. Generally, the respondents' reading habits are often influenced by several factors such as their proper reading schedule, distractions, setting goals, focus, reading styles and preferences, and understanding the content. The overall weighted mean of 2.83 indicates that the respondents have often established their reading habits. Meanwhile, they are not fond of engaging in various practices such as reading multiple books, keeping a journal,

and reading with a partner, as reflected in the verbal interpretation of never. Thus, most college students prefer to read both digital and print formats. They find time to read for academic purposes using the reading materials provided in their courses and to read for recreational purposes employing the desired text materials.

**Table 2:** Respondents' Reading Motivation

| Reading Motivation                          | Frequency | Percentage |
|---------------------------------------------|-----------|------------|
| It is their interest.                       | 398       | 95.21 %    |
| It is a course requirement.                 | 227       | 54.31 %    |
| It is influenced by their peers/classmates. | 217       | 51.91 %    |
| It is related to their course/discipline.   | 215       | 51.44 %    |
| It is trending or popular.                  | 167       | 39.95 %    |
| Others                                      | 18        | 4.31 %     |
| Total                                       | 418       |            |

Table 2 presents the reading motivation of the students who are engrossed in reading, both on external and internal factors. The 418 respondents were allowed to choose all the possible reasons that influenced their desire to engage in reading activities, which resulted in 1,242 total responses. Driven by interest, showed higher responses among the statements with 95.21%. Additionally, more than half of the respondents noted three encompassing reasons why they are interested in reading, such as it is part of their course requirement with 54.31%, they are greatly encouraged by their classmates and friends with 51.91%, and if it is related to their course or discipline with 51.44%. While 39.95% of the respondents are motivated to read if it is currently popular or trending, and only 4.31% read for other reasons. Thus, the findings of the study have shown that the college students are highly motivated to read for various reasons such as personal interest, academic requirements, career goals, and peer influence.

**Table 3:** Utilization of Books per Month Difference

| Per Month Difference |           |           |                      |
|----------------------|-----------|-----------|----------------------|
| Months               | 2022-2023 | 2023-2024 | Per Month difference |
| August               | 173       | 278       | 60.69 %              |
| September            | 845       | 1, 325    | 56.80 %              |
| October              | 737       | 1, 843    | 150.06 %             |
| November             | 626       | 1, 251    | 99.84 %              |
| December             | 1, 609    | 2, 264    | 40.71 %              |
| TOTAL                | 3, 990    | 6, 961    | 74.46%               |

Table 3 illustrates how the library book utilization particularly supports the reading habits and resources of the respondents during the implementation of the Drop Everything and Read Program. It was found that there is a significant difference in how the students frequently and effectively use the library materials per month. Many students are reading and borrowing books in the library, as reflected in August with 60.69%, September with 56.80%, October with 150.06%, November with 99.84%, and December with 40.71% increase in the utilization of books per month.

**Table 4:** Utilization of Books per Year Difference

| Per Year Difference |                      |            |                                         |                                         |
|---------------------|----------------------|------------|-----------------------------------------|-----------------------------------------|
| Academic Year       | Total Utilized Books | Population | Frequency of Use per Student Population | Usage Percentage per Student Population |
| 2022-2023           | 4, 634               | 8, 848     | 0.52                                    | 52. 37%                                 |
| 2023-2024           | 7, 117               | 8, 167     | 0.87                                    | 87.14%                                  |
| Year Difference     |                      |            |                                         | 34.77%                                  |

Table 4 displays how the library book utilization particularly supports the reading habits and resources of the respondents during the implementation of the Drop Everything and Read Program. In the comparison of two academic years, it was found that there is a significant difference in how the students frequently and effectively use the library materials per year. During the A.Y. 2022-2023, only 52.37% of the student population borrowed books and engaged in reading, while 87.14% of the student population borrowed books and used other printed materials available. Thus, there is a high increase in library book utilization during the implementation of the DEAR program, as seen in the year difference of 34.77%.

**Table 5.** Reading Comprehension Challenges in Reading

| <b>READING COMPREHENSION CHALLENGES</b> | <b>FREQUENCY</b> | <b>PERCENTAGE</b> |
|-----------------------------------------|------------------|-------------------|
| Lack of Vocabulary Acquisition          | 332              | 79.43 %           |
| Poor Critical Reading Skills            | 267              | 63.88 %           |
| Grammar Difficulties                    | 266              | 63.64 %           |
| Limited Reading Strategies              | 196              | 46.89 %           |
| Struggle in Understanding the Message   | 125              | 29.90 %           |
| Others                                  | 1                | 0.24 %            |
| Total                                   | 418              |                   |

Table 5 shows the reading comprehension challenges of the students in reading. Several students are having difficulty in decoding the text because of a lack of vocabulary recognition, with 79.43%. Another major problem highlighted in this study is the difficulty in critical reading, with 63.88% of 267 respondents, and the difficulty in grammar, with 63.64% of 266 respondents. Meanwhile, the respondents perceived limited reading strategies with 46.89%, while others are struggling in understanding the message of the text, with 29.90% and 0.24% for other reasons in reading comprehension challenges. The 418 respondents were allowed to choose all the challenges that influenced their desire in reading activities, which resulted in 1,242 total responses. The findings of the study support the claims of Raza Shah et al. (2024) that most college students struggle to understand the material read because of their lack of vocabulary, limited language knowledge, and poor comprehension strategies.

**Table 6.** Metacognitive Strategies employed after the DEAR program

| <b>METACOGNITIVE STRATEGIES EMPLOYED AFTER THE DEAR PROGRAM</b> | <b>FREQUENCY</b> | <b>PERCENTAGE</b> |
|-----------------------------------------------------------------|------------------|-------------------|
| Understand the content of the text                              | 403              | 96.41 %           |
| Try to answer questions from the text you read                  | 393              | 94.01 %           |
| Sharing content with others                                     | 376              | 89.95 %           |
| Jot down notes on reading and understanding                     | 375              | 89.71 %           |
| Do a story or text diagram                                      | 249              | 59.57 %           |
| Writing a reflection journal                                    | 248              | 59.33 %           |
| Others                                                          | 26               | 6.22 %            |
| Total                                                           | <b>418</b>       |                   |

Table 6 shows the common metacognitive strategies employed by the students after the DEAR program. Reading comprehension challenges of the students in reading. The majority of the respondents tried to understand the content and try to answer the questions from the text material, with 96.41% and 94.01% respectively. In addition, 89.95% of them shared the content of the materials with others, while 89.71% tried to jot down some notes to understand the text material. They also tend to make a story or text diagram with 59.57%, write a reflection journal with 59.33%, and others make other strategies with 6.22%. These findings reveal that the college students are consciously monitoring and regulating their reading processes using various strategies to further draw meaning and understanding from the materials read.

## CONCLUSION

This study shows that students read when they are required by their professors. Reading is a habit if it is part of their interest. The usual motivation for them to read is when they look forward to it becoming a grade component. Reading affects the academic performance of students in terms of mastery of the subject matter. Comprehension is essential to achieve the other orders of learning by Bloom. This should be well monitored by the professors. It also indicates that not all students at the college level are consistent in critical reading methods. If this is not corrected, this will affect their professional career. Reading comprehension is essential in the workplace. Proper reading techniques are like following instructions. This will also contribute to the writing process of reports, emails, and essays.

The Drop Everything and Read program increased library utilization per month and academic year in the Academic Resource Center of the Lyceum of the Philippines University. An inventory or tracking record of library visitation is encouraged to be monitored by the librarians and to be reported to the professors every semester.

Rewards for reading frequency could be given to motivate more students to read and borrow books. Consider adopting innovative trends in reading approaches and replicating a study on it, such as taking mental pictures, summarizing, and formulating comprehension questions.

It was observed that at the onset of the implementation of the program, students were having difficulty with vocabulary skills. With the effective use of metacognitive strategies such as reflection strategy, think-aloud strategy, interactive learning, mental activities, summarizing and synthesizing information, and constant practice, which manifested in the book report writing and reading workshops by the professors, a significant transformation was observed among the students. With the effective use of metacognitive strategies such as reflection strategy, think-aloud strategy, interactive learning, mental activities, summarizing and synthesizing information, and constant practice.

This study also shows that improving their vocabulary will help them level up the learning process. This could be manifested if students identify first the words that they do not understand before reading a text. Vocabulary development should be practiced daily. The use of words for the day to be used in the sentence will be helpful to level up the word usage of the students.

Sustainability is necessary in this program. Monitoring the professors by applying Bloom's Taxonomy in their strategies through a teaching strategy checklist will help them formulate objectives in the syllabus and determine their thinking skills. The strategies of professors in the college shall be more interactive and aligned to their interests to motivate students to read not only because it is required but also for appreciation, knowledge increase, therapy, training, and mastery. With this retention of concepts will be substantial in the workplace. Providing more reading materials and activities to students so that reading will not just be a luxury for them. Study groups should be established to make reading fun, therapeutic, and promote mental stimulation.

Reading culture should be highlighted well so that students will not be engaged in nonsense activities that may destroy their academic performance. Reading culture shall be continuous because other resource materials are taken for granted if not monitored. Critical reading for higher education should be a requirement across all areas of learning, not only in English courses but also in major courses. An investment in the latest reading materials, both in print and non-print, will provide the students with more reliable sources of information. This program could also be recommended to employees to assess their skills.

The book report activity of college students became effective in the improvement of reading comprehension. Students were able to master the use of lower and higher-order thinking skills by Bloom. Students were able to produce and meet the objectives of the course as manifested in the results of book critiquing. The professors were able to assess the critical and analytical thinking of the students in the way they write reports. This shows that reading and writing should always have a partnership to be more successful. Moreover, at the end of the study, students valued the reading process. This program transformed them into critical and creative readers. Reading a text is not enough if there is no application of the process. Reading is integral to students' development for them to be ready for the workplace.

The findings of the study helped in improving the reading ability of the students due to the following reasons: First, students were able to integrate subjects into their courses. Second, the number of students increased in their knowledge of their field of specialization. Third, students became more prepared in answering standardized tests in different courses. Fourth, library visitation and use of books increased after the implementation of the program. Fifth, students became more interactive in the group activities, wherein maximum participation of group members was exhibited. Members of the group have equally divided tasks in every group project and presentation. Sixth, students' confidence in the recitation improved because of their usual reading habits. Seventh, students were able to write with elaboration of details, which manifested in their book reports and other paragraph development exercises. Eighth, students' essays are more detailed than before. They have applied models learned from the reading strategies workshop discussed by the professors. Ninth, the use of words in sentence construction became more advanced due to the adaptation of vocabulary concepts. Lastly, the former difficulty in reading changed after learning strategies in reading in this program. Concept mapping, graphic organizing, noting details, inferring, and summarizing were used by students in reports. They learned to write briefly and concisely.

At the end of the study, the Drop Everything and Read Program became a part of the syllabus in Purposive Communication. This requirement is in the final term. Before, during, and after reading workshops were part of the teaching methodologies in the syllabus. To test the comprehension of the students, a worksheet containing essential questions about the article, selection, essay, or text was provided. Students were also trained to formulate their questions aligned to Bloom's Taxonomy, which they use in interactive discussions with their colleagues. The majority of the participants appreciate the program due to its impact on transformative education. This appreciation will build continuity even if they are not required in school.

## RECOMMENDATIONS

It is recommended that higher educational institutions promote the continuity of reading culture because other resource materials are taken for granted. Critical reading for higher education should be a requirement in different areas of learning, not only in English courses but also in major courses. An investment in the latest reading materials, both in print and non-print, should be made annually, accomplished by all academic resource centers, for the students to have a more reliable source of information. This program could also be recommended to employees to assess their strengths and weaknesses in reading.

Educators' strategies in the college should motivate students to read not only because it is required but also for appreciation, knowledge increase, therapy, training, and mastery. With this retention of concepts will be substantial in the workplace. Professors should provide more reading materials and activities to students so that reading will not just be a chore for them. Moreover, study groups shall be established to make reading fun, therapeutic, and a mental stimulation. An inventory or tracking record of library visitation is encouraged to be monitored by the teachers and the librarians. Rewards for reading frequency could be given to motivate more students to read and borrow books. Lastly, consider adopting innovative trends in reading approaches and replicating a study on it, such as taking mental pictures, summarizing, and formulating comprehension questions.

To improve the book report writing, guide questions can be formulated by the facilitator. An article critique aligned in their respective program is another alternative that educators in higher education could provide. This is where guide questions to test comprehension can be assessed. The scores of the students in the examination will determine their level of comprehension. A pre-test and post-test can be compared to determine how students can improve.

Students should avoid dependence on the use of artificial intelligence; reading books should be valued to enhance communication skills. They should create a study on the connection between reading to writing to appreciate its importance more. Encouragement for students to do research will also contribute to maximizing reading comprehension. It is also recommended that students read a lot than wasting time on playing gadgets. Students born as digital natives still need to enhance their critical thinking skills to be more globally competitive and strengthen their knowledge and skills. The traditional approach of teachers can still be integrated into the classroom to fulfill this mission.

Future researchers should explore other fields that can be a basis to improve critical, analytical, and creative thinking among students. Innovative methodologies to improve comprehension are a must. A discovery for other models to explore for reading comprehension is necessary. Finally, since vocabulary is the difficulty for students in this study, replicating another study focusing on vocabulary will benefit the students. Other macro skills will be further enhanced in conducting more innovative approaches to vocabulary.

Lastly, the Drop Everything and Read strategy is recommended not only for those who are teaching and enrolled in English Courses, and should be a habit. It is applicable in all disciplines. Future researchers could produce a study using this method in writing research, expounding articles and journals and a pathway to produce effective speeches.

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This study is also dedicated to English educators pursuing further studies for the love of teaching, and their families and friends, as their greatest source of inspiration and strength. Furthermore, the researchers would like to expand this study for the sustainability of the students in the Philippines and motivate them to think critically and creatively. It is encouraged that educators who have read this study think of more innovative teaching strategies to strengthen the reading comprehension of the students. This is for the love of God, country, and global connections.

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