

# IMPROVING READING INSTRUCTION AMONG LEARNERS

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## ABSTRACT

*The research was conducted in the identified Elementary Schools of Toledo City Division, Toledo City, Cebu, Philippines as a bases for the development of Reading Intervention for the Graders. The descriptive method was utilized in this study to determine the status of reading instruction among graders of the identified elementary public schools of Toledo City Division, Toledo City, Cebu, Philippines during the school year 2019-2020. Respondents of the study were 38 teachers, and 141 graders who were enrolled in the identified elementary public schools of Toledo City Division, Toledo City, Cebu, Philippines during the school year 2019-2020. Gathered data were treated using the weighted mean, the chi-square and the p-value. The identified profile, and the perceptions of teachers and the status of reading instruction among graders of the identified elementary public schools of Toledo City Division, Toledo City, Cebu, Philippines during the school year 2019-2020 are not significantly correlated. Among the identified profiles of the graders, only the number of siblings, family monthly income, and multimedia available at home were significantly correlated with the status of reading instruction among graders of the identified Elementary Schools of Toledo City Division, Toledo City, Cebu, Philippines during the school year 2019-2020. The school officials should encourage teachers to always exhibit positive teaching behavior to further learning of students and maintain flexible program to cater the diverse students learning needs and interest.*

**Keywords:** *Development Education, Reading Instruction, Descriptive Method, Teaching-Learning Process.*

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## I. INTRODUCTION

The global trending today is the reading comprehension in school that needs attention by the department of education. Reading fluency has been identified as a key component in reading and in learning to read. Moreover, a significantly large number of pupils who experience difficulty in reading manifest difficulties in reading fluency that appear to contribute to their overall struggles in reading. In this research we explore the nature of effective instruction in fluency, examine proven methods for teaching fluency as well as instructional routines that combine various methods into synergistic lessons. We also take issue with more mechanical approaches to fluency instruction that emphasize reading rate as the major goal of such instruction. Instead, we attempt to make the case for more authentic approaches to fluency instruction, approaches that employ texts meant to be practiced and performed. Struggling readers are more likely to learn essential reading skills and strategies if the direct or explicit model of instruction is part of the teacher's range of teaching methods. Directly/explicitly teaching reading means imparting new information to students through meaningful teacher–student interactions and teacher guidance of student learning. In this approach, the teacher clearly leads the teaching–learning process. At the heart of the direct instruction method are explicit explanations, modelling or demonstrating, and guided practice.

Teaching children to read fluently and comprehend a text is one of the main goals of early childhood education, because of the primary aims of reading which are to achieve one's goals, develop one's knowledge and potential, and participate in society (OECD, 2013). Reading is also a fundamental skill for school achievement (Hulme and Snowling, 2011), as also shown by studies documenting the persistence of reading disorders across the life span (Shaywitz et al., 1999). Reading fluency and comprehension are strictly inter-related, and also correlated with important aspects of academic life, such as school outcomes (Álvarez-Cañizo et al., 2015), or training success (Krumm et al., 2008). After primary

school, teachers tend to focus on reading comprehension, neglecting the fostering of students' reading fluency, the influence of which is believed to fade on school outcomes. However, this assumption has recently been challenged, and the importance of reading fluency in adolescence re-evaluated ([Rasinski et al., 2009](#); [Ricketts et al., 2014](#); [Zoccolotti et al., 2014](#)).

Reading fluency is defined as the ability to read rapidly, accurately, and with the proper expression, and includes three main components, reading rapidity, accuracy, and prosody ([Kuhn and Stahl, 2003](#); [Álvarez-Cañizo et al., 2015](#); [Elhassan et al., 2015](#)). The first two ones (i.e., rapidity and accuracy) among the three components are the most commonly assessed both in educational and clinical contexts. As an implication, the only standardized measures available, are reading rapidity and accuracy tests. In this matter, an extremely complex reading process happens for the reader to integrate perceptual skills to automatically translate letters into coherent sound representations, lexical skills to unitize those sound components into recognizable wholes, and processing skills to identify meaningful connections within and between sentences, relate text information with prior knowledge, and make inferences to fill in the gaps in the text. These skills need to be coordinated in a seemingly effortless manner: reading fluency reflects this complex integration and can be used as a reliable measure of reading expertise. From this situation, the researcher incompletely answered the problems on struggling pupil's habit in reading in preparation for the higher grades. The researcher will make a comprehensive reading programs align in the curriculum and reinforce the Students Intervention Program for the development of the pupils in primary grades in West District, Toledo City Division.

This research is situated in the constructivism Learning Theory (Evanchan 2015), and Constructivist Learning Theory (Piaget 1954). K. S. Goodman (2003a) applied it to reading when his research stated that reading is a constructive process of meaning making. He contended that during the reading process, readers construct or make meaning from the words on a page. Therefore, developing a comprehensive literacy approach to teaching reading is a critical component of a complete reading program. The basis of a comprehensive literacy approach is that "first and foremost, reading means constructing meaning and using everything you know in order to do it" (Weaver, 2002, p. 3). In addition, words and skills should not be taught in isolation but in the context of texts. The process of teaching reading should be comprehensive, engaging students in real reading and writing experiences through which they develop effective strategies that use semantic, syntactic and graph phonic information to determine the meaning of a passage (Weaver, 2002). From this theoretical framework the reading instruction will focus on teaching reading as a whole; the parts are then taught as they relate to the whole (Weaver, 2002). This means that when teaching 9 oral reading in a comprehensive reading program, reading fluency is considered much more than reading quickly. "Reading fluency instruction must be focused on the making of meaning" (Rasinski & Hamman, 2010, para. 13).

**Constructivism Learning Theory (Evanchan 2015) and Constructivist Learning Theory (Piaget 1954)**, approach to reading empowers readers to position themselves as participants in making meaning together with the text and its authors, rather than remaining as mute outsiders to the reading process.

**DO 14, S. 2018.** Policy Guidelines on the Administration of the Revised Philippine Informal Reading Inventory. The Department of Education (DepEd) supports Every Child a Reader Program, which aims to make every Filipino child a reader and a writer at his/her grade level. Thus, the DepEd through the Bureau of Learning Delivery-Teaching and Learning Division (BLD-TLD) shall continue to administer the Revised Philippine Informal Reading Inventory (Phil-IRI) assessment to learners in public elementary schools nationwide.

**Teaching Reading.** is a complex process. The best teachers develop an extensive knowledge base and draw on a repertoire of strategies for working with struggling students. To dig deeper, visit other sections of the website, including Vocabulary, Fluency, and Comprehension.

**Fluency to Struggling Readers.** They begin by sounding out words and learning to recognize common vocabulary from books and classroom materials. With sight reading and spelling practice comes greater fluency, struggling readers can quickly fall behind their peers and may develop low self-esteem and a lack of confidence as a result.

**Curriculum Implementation.** Process involves helping the learner acquire knowledge or experience. Curriculum implementation therefore refers to how the planned or officially designed course of study is translated by the teacher into syllabuses, schemes of work and lessons to be delivered to students.

**Students' Intervention Program.** A specific program or set of steps which includes strategies to help learners improve fluency in reading. They are designed so that we and the school can track our learner's progress.

**Methods of Instruction.** Are the instructor-lead, lecturer, demonstrator, practical exercise, and the self-study, with each of these methods it will have someone doing something to teach whatever it is you there to learn, only exception is the self-study independent method.

**Materials in Instruction.** Any tools a teacher uses in his classroom to help foster learning. There are many kinds of instructional materials, but some of the most used ones are traditional resources, graphic organizers, and teacher-made resources. Traditional resources include textbooks and workbooks.

**Performance Evaluation.** The process by which manager or consultant examines and evaluates an employee's work behavior by comparing it with preset standards, documents the results of the comparison and uses the results to provide feedback to the employees to show where improvements are needed and why.

**Making Of Simplified Reading Programs And Reinforced Students Intervention Policy.** The researched response to intervention strategies for struggling readers in primary grades. It aims to nurture the reading skills of the lower grades which includes Grade 1 to Grade 3 learners. These grade levels were commonly mentioned as the crucial part of the educational process of each learner because it is where the foundation of learnings took place.

## II. MATERIALS AND METHODS

This study made use of descriptive-quantitative research. This method attempted to determine the status of reading instruction among graders in the identified schools of Toledo City Division, Toledo City, Cebu, Philippines in terms of strategies used, reading resources utilized, reading performance, and reading environment and its relationship to the identified profiles of the respondents. Distribution of the standardized survey questionnaire was conducted to assess the status of reading instruction among graders in the identified schools of Toledo City Division, Toledo City, Cebu, Philippines in terms of strategies used, reading resources utilized, reading performance, and reading environment. Data were treated using weighted mean, mean, chi-square, and p-value. Statistical Software (SPSS) Version 16 was used for data computation.

## III. RESULTS AND DISCUSSION

### **Status of Reading Instruction among Graders in the identified Elementary Schools of Toledo City Division, Toledo City, Cebu, Philippines As Perceived by the Teachers**

The top three highest ranked items as perceived by the teachers on the status of reading instruction among graders in the identified Elementary schools of Toledo City Division, Toledo City, Cebu, Philippines in terms of strategies used were: "Drill sight words strategy", "Pre- teach vocabulary strategy", and "Try different font and text sizes of the words to read", with weighted means of 3.79, 3.74, and 3.66 respectively, all were rated as Fully Implemented. The top three highest ranked items under the reading resources utilized were: "The teachers use worksheets in reading drill activities", "Books are used in reading exercises", and " Comics are utilized in the reading drill activities", with weighted means of 3.95, 3.92, and 3.79 respectively, all were rated as Fully Implemented. The top three highest ranked items under the reading performance were: "Phonological Awareness", "Alphabet Knowledge", and "Phonics and Word Recognition", with weighted means of 3.93, 3.92, and 3.89 respectively, and were rated as Fully Implemented. Finally for the top three highest ranked items under the reading environment were: "Ensure learners choose the right reading level", "Make reading a social experience", and "Create space for reading and discussion in class", with weighted means of 4.00, 4.00, and 3.89, and were rated as Fully Implemented. The over-all mean was 3.80 which means "Fully Implemented".

### **Status of Reading Instruction among Graders in the identified Elementary Schools of Toledo City Division, Toledo City, Cebu, Philippines As Perceived by the Learners**

The top three highest ranked items as perceived by the Learners on the status of reading instruction among graders in the identified Elementary schools of Toledo City Division, Toledo City, Cebu, Philippines in terms of strategies used were: "Pre- teach vocabulary strategy", "Ask learners to use a ruler/ finger to follow along the reading", and "Use different font and text sizes of the words to read", with weighted means of 3.74, 3.23, and 3.12 respectively. The first item was rated as Fully Implemented while the next two items were rated as Partially Implemented. The top three highest ranked items under the reading resources utilized were: "The teachers use worksheets in reading drill activities", "Comics are utilized in the reading drill activities", and " Books are used in reading exercises", with weighted means of 3.92, 3.87, and 3.79 respectively, all were rated as Fully Implemented. The top three highest ranked items under the reading performance were: "Phonological Awareness", "Alphabet Knowledge", and "Phonics and Word



Recognition”, with weighted means of 3.92, 3.92, and 3.89 respectively, and were rated as Fully Implemented. Finally for the top three highest ranked items under the reading environment were: “Create a stress free environment”, “Find ways to link books to the outside world”, and “Create space for reading and discussion in class”, with weighted means of 3.54, 3.35, and 3.30, and were rated as Fully Implemented. The over-all mean was 3.44 which means “Fully Implemented”.

#### **Relationship between the Identified Profile of the Teacher Respondents and the Status of Reading Instruction among Graders in the identified Elementary Schools of Toledo City Division, Toledo City, Cebu, Philippines As Perceived By the Teachers**

The identified profiles of the teacher respondents namely: age, sex, highest educational attainment, number of years in service, position, number of appropriate trainings and seminars attended, and performance ratings, were not significantly correlated to the status of reading instruction among Graders in the identified Elementary Schools of Toledo City Division, Toledo City, Cebu, Philippines as perceived by the teachers. This was evidenced with the p-values which are all greater than 0.05 at 5% level of significance, the findings accepted the null hypothesis. This only means that there is no significant relationship between the identified profiles of the teacher respondents and the status of reading instruction among Graders in the identified Elementary Schools of Toledo City Division, Toledo City, Cebu, Philippines as perceived by the teachers.

#### **Relationship between the Identified Profile of the Learner Respondents and the Status of Reading Instruction among Graders in the identified Elementary Schools of Toledo City Division, Toledo City, Cebu, Philippines As Perceived By the Learners**

Among the identified profiles of the learner respondents, age, sex, and birth order, were not significantly correlated to the status of reading instruction among graders in the identified Elementary Schools of Toledo City Division, Toledo City, Cebu, Philippines as perceived by the learners. Three of these identified profile of the learner respondents namely: number of siblings, combined family monthly income of parents, and multimedia available at home were significantly correlated to the status of reading instruction among graders in the identified Elementary Schools of Toledo City Division, Toledo City, Cebu, Philippines as perceived by the learners. This was evidenced with the p-values of 0.006, 0.000, and 0.006 respectively, which are all lesser than 0.05 at 5% level of significance, the findings rejected the null hypothesis for the three above-mentioned identified profiles. This only means that the three above-mentioned identified profiles had significant relationship with the status of reading instruction among Graders in the identified Elementary Schools of Toledo City Division, Toledo City, Cebu, Philippines as perceived by the learners.

### **IV. CONCLUSION**

Based on the findings, the following conclusions were drawn:

As perceived by the teacher respondents, the status of reading instruction among Graders in the identified Elementary Schools of Toledo City Division, Toledo City, Cebu, Philippines was rated as “Fully Implemented”.

As perceived by the learner respondents, the status of reading instruction among Graders in the identified Elementary Schools of Toledo City Division, Toledo City, Cebu, Philippines was rated as “Fully Implemented”.

The identified profiles of the teacher respondents namely: age, sex, highest educational attainment, number of years in service, position, number of appropriate trainings and seminars attended, and performance ratings, were not significantly correlated to the status of reading instruction among Graders in the identified Elementary Schools of Toledo City Division, Toledo City, Cebu, Philippines.

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respondents namely: number of siblings, combined family monthly income of parents, and multimedia available at home were significantly correlated to the status of reading instruction among graders in the identified Elementary Schools of Toledo City Division, Toledo City, Cebu, Philippines as perceived by the learners.

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