

Reading Approaches on Key Stage 2 Learners' Literacy Levels in Both Filipino and English

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Abstract

This case study seeks to determine the best reading approaches to employ in order to reduce the rate of frustration in both Filipino and English literacy levels of key stage 2 learners during the school year 2023-2024. The information was gathered through interviews. Alipao Elementary School is one of the medium schools in Alegria District, Surigao del Norte. Based on the PHIL-IRI Pre-Test Results for School Year 2022-2023 at Alipao Elementary School in Key Stage 2 learners, there was a sharp increase in frustration rate compared to instructional rate in both Filipino and English literacy levels. Based on the interviews, most of the teachers used pre-reading, intensive reading, and extensive reading as reading techniques in the classroom. Among the three techniques, intensive reading is the most effective because word recognition, fluency, and comprehension are all used. The findings of this study indicate that intensive reading, as utilized by key stage 2 learners, will be more effective if parents' and guardians' engagement is promoted.

Keywords: Reading approaches, Learners' literacy, Levels, Filipino, English

Introduction

The construction of the Phil-IRI is one of the projects conducted in support of Every Child A Reader Program (ECARP). Before creating and providing appropriate reading instruction to their students, teachers should be well informed about their reading levels and skills. This diagnostic approach for examining how children read incorporates inclusionary ideals that emphasize the value of learner-centered, flexible, and culturally sensitive education. The Phil-IRI is a diagnostic tool that educators may use to examine children's reading skills and needs. The Philippine Informal Reading Inventory (Phil-IRI) was developed to provide classroom instructors with a tool for assessing and summarizing students' reading skills. of the learner's skills and can be used in conjunction with other accurate evaluation techniques (Villalva, 2023). It is a method for determining a student's reading level that consists of graded passages. It is vital to remember that the Phil-IRI merely approximates the learner's skills and should be used in conjunction with other valid evaluation instruments (Abril et al., 2022).

According to DepEd Order No. 014 s. 2018, the commission is ready to support every child with a reader program that will enable every Filipino to be able to read and write at their grade level with ease without struggling. This will be made

possible through provision and collaboration with the Bureau of Learning Delivery Teaching and Learning Division (BLD-TLD), which continues to revise and administer the Revised Philippine Informal Reading Inventory (PHIL-IRI) assessment to all learners in public elementary schools nationwide effective school year 2018-2019.

The frustration reading level is the difficulty with which readers encounter reading materials that they are unable to comprehend (Gedik & Akyol, 2022). Finding the degree of frustration requires discovering the grade-level passage that the learner can no longer read and grasp on his own. The test administrator continues to provide a choice that is one level higher than the previous one to determine the level of frustration. Passage at the instructional level until the learner's oral reading score performance in word reading is 89% or lower and 58% or lower in comprehension. It is vital to establish the level of frustration so that we can identify the sort of content for which the learner is not yet prepared (Flippo, 2014).

Finding the instructional level includes looking for the grade level. A paragraph that a student can read with the help of a teacher Students make the most reading improvements at this level. The test administrator continues to present a one-level higher than the independent level option until the learner can register. Word reading performance varied from 90 to 96%, while comprehension ranged from 59 to 79%.

For the school year 2022-2023, Alipao Elementary School (AES) has 388 learners and 16 teachers under the supervision of a school principal. It is made up of students in kindergarten, grades 1, 2, and 3 for Key Stage 1, and students in grades 4, 5, and 6 for Key Stage 2. According to the PHIL-IRI Pretest Results for the School Year 2022-2023 of Alipao Elementary School Key Stage 2 learners, there was a sharp increase in frustration rate compared to instructional rate, as reported in the Philippine Informal Reading Inventory (Phil-IRI) Pretest Results for the School Year 2022-2023 in both Filipino and English. The frustration reading level is the point where readers find reading items to be so challenging that they are unable to comprehend them. The management was concerned about the results of the learners' literacy level in the academic year 2022-2023, and they are looking for the best reading strategy to help the students' reading and comprehension abilities improve from frustration to instructional in SY 2023-2024.

This case study aims to answer the question: What is the best reading strategy to be used for raising Key Stage 2 students' literacy levels from the frustration reading level to the instructional reading level in the 2023-2024 school year?

Furthermore, this case analysis is conducted to help the management determine the best reading strategy to use for raising Key Stage 2 students' literacy levels from the frustration reading level to the instructional reading level in the school year 2023-2024.

Methodology

Alipao Elementary School prides itself on the quality of its educational programs, projects, and activities, the professionalism and commitment of its teachers, the enthusiasm of its learners, and the high level of support provided by internal and external stakeholders. Alipao Elementary School is a medium school situated along the heart of barangays Alipao, Alegria, and Surigao del Norte and can be traversed in any form of land-based vehicle. Due to a lack of classrooms, the school continues to use three existing Marcos-style classrooms in addition to the 12 normal classrooms. Each room can accommodate an average of 30 learners. For SY 2022-2023, it comprises 388 students and 16 teachers under the supervision of a School Principal II. On the other hand, as it was recorded by the management, there was "no or zero retention" in the school year 2022-2023.

As reported in the Philippine Informal Reading Inventory (Phil-IRI) Pre-Test Result School Year

2022-2023, there was a sharp increase in frustration rate compared to the instructional rate of

Alipao Elementary School Key Stage 2 learners in both Filipino and English. When I compiled

the results from the interviews I conducted through Messenger, the majority of the teachers from

Grades 4-6 said that pre-reading, intensive reading, and extensive reading were the effective tactics

they used. Alipao Elementary School can take these possible actions in order to lessen the rating

of frustration and increase the rating of instructional level for this school year 2023-2024 (Pado et

al., 2018)..

Results And Discussion

According to the PHIL-IRI Pre-Test Results for School Year 2022-2023 of Alipao Elementary School Key Stage 2 learners, there was a sharp increase in frustration rate compared to instructional rate in literacy levels of both Filipino and English. This was the gap identified in this case study. Based on the interviews, most of the teachers used pre-reading, intensive reading, and extensive reading as reading techniques in the classroom. Among the three techniques, intensive reading is the most effective because word recognition, fluency, and comprehension are all used in it as well.

To thoroughly absorb the supplied material, intensive reading necessitates reading it more than once. Furthermore, the advantages of intensive reading include improving reading comprehension, assisting learners in comprehending sentence structure, and promoting critical thinking since learners must answer all required questions after reading. It also improves learner teamwork because it is frequently done in pairs or groups. If intensive reading doesn't work for other learners, the

involvement of the parents must be encouraged. Teaching their children at home how to read with proper comprehension since parents are the learners' first teachers (Stutzel, 2019).

When learners cannot read well, they become discouraged and frustrated by school, which can result in high school dropouts, poor performance on standardized tests, increased absenteeism, and other negative reactions, all of which can have major and long-lasting repercussions. You may assist learners who love the act of learning by training them to communicate effectively. This is why it is so important to think about strategies for teaching literacy skills in the classroom (Moon & Kwan, 2022).

In order to lessen the frustration rate in terms of the literacy level of Key Stage 2 learners in both

English and Filipino, the management should choose intensive reading. This method involves readers studying a small document attentively and intently in order to grasp as much material as possible. Word recognition, fluency, and comprehension are all used in intensive reading as well. To thoroughly absorb the supplied material, intensive reading necessitates reading it more than once. Intensive readers must consult a dictionary to discover the meaning of each and every unknown word. Teachers are the ones that provide the texts to students; thus, they may instantly identify phrases that learners are pronouncing poorly. When learners use this strategy, the teacher instantly corrects them and shows them how to utter the term correctly. Learners will be able to enhance their word recognition abilities through this (Boudah, 2018).

In a nutshell, extensive reading is primarily used when an overall or superficial knowledge of a subject is required, as no emphasis is placed on detailed study and pre-reading. This method targets the learner's reading comprehension skills by providing them with the tools they need to become active readers, but it takes so much time away from reading that they are unable to give more attention to the reading materials. Intensive reading, on the other hand, is utilized when close attention is necessary to discover precise information about the topic or subject under study. When it comes to the drawbacks of intensive reading, the teacher may choose a short tale, either fictional or non-fictional, to pique the learners' interest in the material and assist them in developing their imaginations and opening doors to other worlds. The teacher may utilize various tales or stories to help the students acquire additional linguistic patterns, increasing the likelihood that they will do so. The school must recognize that children are active architects of their own learning, but that teacher scaffolding is still necessary and should be maintained to a minimum until learners can work independently. Parents can enhance the reading by engaging the child in phonemic awareness activities, rhymes, pointing to each word as they are reading, and rereading; all of these activities benefit their child in developing early literacy skills (Milly, 2010).

Educators know that when kids' parents are active in their education, they do better. Parents have a significant impact on their children. They have a more

direct effect than instructors, friends, and the media. As a result, a parent's positive attitude and support for their children's education are important. It can motivate and empower children to create strong learning habits. "Getting involved at school allows parents to obtain first-hand information on the learning environment, learn how to navigate the education system, demonstrate to their child that education is important, and influence their child's behavior by establishing consistent norms." Cohen et al. (2009).

Conclusion

If intensive reading is not effective enough, the management will encourage parents to educate their children at home on how to read with correct understanding, as parents are the learners' first teachers. Parental engagement improves comprehension and reading fluency, especially if parents spend time reading with their children. Students are more driven to learn, and their grades increase as a result. It also aids in the improvement of student behavior in the classroom.

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