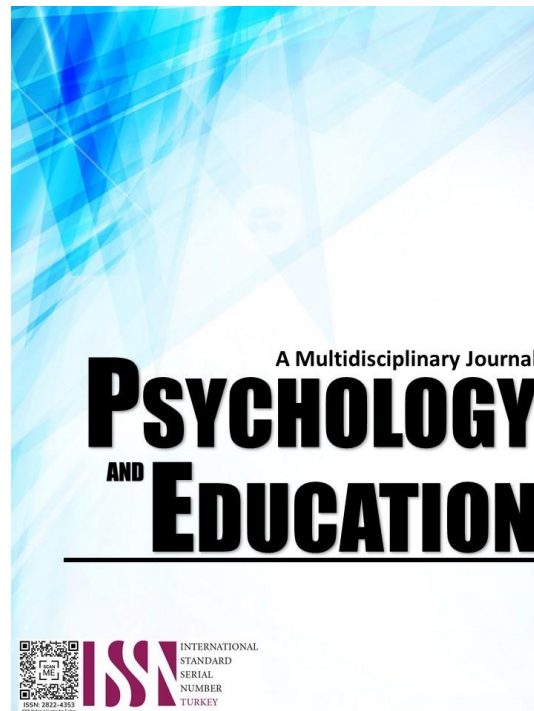


**EFFECTIVENESS OF THE TEACHER-ASSISTED
READING INTERVENTION MODULE IN THE
READING REMEDIAL PROGRAM – PROJECT
RECITeS (READING EXERCISES THROUGH
COMPREHENSIVE AND INNOVATIVE TEACHING
STRATEGIES)**



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

2022
Volume: 6
Pages: 1058-1062
Document ID: 2022PEMJ402
DOI: 10.5281/zenodo.7409027
Manuscript Accepted: 2022-06-12



Effectiveness of the Teacher-Assisted Reading Intervention Module in the Reading Remedial Program – Project RECITeS (Reading Exercises Through Comprehensive and Innovative Teaching Strategies)

Caren S. Catuiran*

[For affiliations and correspondence, see the last page.](#)

Abstract

The development of word recognition or reading ability is a massive challenge every language teacher and student alike has to face every day. It has been a dilemma among all private and public schools nationwide. The study used a mixed method of research; combining qualitative methods and quantitative methods. It utilized the results of the pre and post-PHIL IRI tests; researchers designed pre and post-IRI tests which were checked and validated by the School Principal, and English Consultant. This action research proved that the Teacher-assisted Reading Module in the Remedial Program Project RECITeS (*Reading Exercises through Comprehensive and Innovative Teaching Strategies*) is effective in improving the students reading performance. The result shows that Grade 7 students improved on most of the reading components with the p-value of 0.0001 interpreted with significant difference except for vocabulary with a p-value of 0.3123 interpreted with no significant difference. Meanwhile, Grade 8 students improved on all the reading components with a p-value of 0.0001 interpreted with a significant difference. The researchers recommend the modification and enhancement of the module on vocabulary. The study focused on the Effectiveness of the Teacher-assisted Reading Module in the Reading Remedial Program *Project RECITeS (Reading Exercises through Comprehensive and Innovative Teaching Strategies)*. One of the effective ways to improve the struggling readers' deficiency in reading is to expose them to a reading remediation program that selects comprehensive English skills and utilizes innovative strategies with the immediate assistance of reading teachers.

Keywords: *reading intervention, reading exercises, innovative teaching strategies, module*

Introduction

The development of word recognition or reading ability is a massive challenge every language teacher and student alike has to face every day. It has been a dilemma among all private and public schools nationwide.

Reading is a complex skill involving several sub-skills and can be developed only through practice. Children who read actively from childhood have a wider range of vocabulary, can read faster and understand better, and find it easier to express themselves when they are adults. Children who do not have a habit of reading often find themselves unable to articulate their thoughts and feelings adequately. As they lose practice in reading, they begin to read more slowly. A reading module is an effective tool for poor readers to begin to take an interest in reading by learning to use the sub-skills of reading. It introduces the students to the different strategies to help them comprehend different types of passages. A reading module also deals with helping the students under reading remediation in understanding and acquiring basic reading skills; overcoming reading difficulties with the assistance of the reading teacher.

Students' difficulty in recognizing and decoding symbols or letters is correlated to their ability in comprehension, thus making it challenging for them to absorb, deliver and share new information. These affect struggling readers' grades not only in their English subject, but also in other subject areas. In addition, it may also make them more gullible and manipulative. Above all, the inability to read and comprehend may decrease their self-confidence which could lead them to poor performance during activities that need communication with peers, in recitations and even in writing. This problem does not only concerned with the English subject but also to other disciplines that use English as the medium of instruction.

Because of the disturbing number of struggling readers in the English language in the school, Reading Remediation: Project RECITeS (Reading Exercises through Comprehensive and Innovative Teaching Strategies) has been one of the priorities of the Continuous Improvement Program of the school since 2016. Its main objective is to develop the students' reading performance so they can able to fit into a larger group.

As stated on DepEd order No. 50, series of 2012, The Every Child a Reader (ECARP), it states that every child must be a reader at his/her grade level. It is



supporting the attainment of Education for All (EFA) target of universal school participation and elimination of dropouts and repetition in the first three- grades.

On the Philippine Informal Reading Inventory (Phil IRI) conducted in Puray National High School in September 2021, it was found out that Grade 7 and Grade 8 learners among all grade levels fall under the “frustration” level of readers with the number of students of 26 and 13 respectively.

Several existing intervention and remediation programs across all subject areas have been conducted to improve the student's academic performance. One of these is a reading program that caters to and develops the students' reading skills and comprehension through the utilization of an effective reading module. The objective of the Reading Remediation: Project RECITeS (Reading Exercises Through Comprehensive and Innovative Teaching Strategies) is to improve the students' reading skills through varied reading exercises. This led the researchers to focus on the effectiveness of the reading module used in the conduct of the program. This action research seeks to determine the positive changes in the reading performance of the ‘frustration’ and ‘struggling’ readers as an effect of using the reading module.

Research Questions

The major objective of the study was focused on the effectiveness of the reading intervention module containing various reading exercises in Project RECITeS. The study aimed to answer the following questions:

1. What are the reading difficulties of the Grades 7 and 8 students based on the results of the Pre-Phil-IRI test?
2. Is there a significant difference between the Phil-IRI pre-test and post-test scores on students' reading performance?
3. Is the reading intervention module an effective material to improve the reading performance of the Grades 7 and 8 students?

Literature Review

The developed Reading Modules will provide continuous opportunity for struggling readers to practice their reading deficiencies with the texts of varied genres that are graded according to their reading ability. Mohamed, Mohamed., Lin, and Malik (2010) suggested that the deployment of Reading Modules

has the potentiality in improving students' reading and comprehension ability. And with this innovation, the ESL teachers may now add to their daily reading comprehension instruction and testing initiatives can make a difference in the lives of students' and their reading skills development.

Reading Modules were developed based on research, reading theories, and competencies with the aim to improve the students' reading comprehension skills by providing effective reading strategies, systematic steps, and precise framework for teachers to teach reading skills and subsequently help students develop those. Pearson and Gallagher (1983) stated that specific modules developed for reading comprehension play an effective role not only for ESL teachers to teach reading comprehension effectively but also for ESL students to enhance their reading ability and understanding.

The development of the Phil-IRI is one of the initiatives put in place in support of the Every Child A Reader Program (ECARP) as stated on DepEd Order No. 50, series of 2012. The Phil-IRI is an informal reading inventory composed of graded passages designed to determine the individual student's performance in oral reading, silent reading and listening comprehension. These three types of assessments aim to find the student's independent, instructional and frustration levels. The data from these measures could be used to design or adjust classroom, small group or individualized instruction to fit the students' needs and abilities. The Phil-IRI is one of the many assessment tools that provide the holistic reading performance of the students; it provides an approximation of the students' abilities and could be used in combination with other reliable tools of assessment. The data shall also serve as one of the bases in planning, designing/redesigning the reading programs or activities in the school to improve the overall school reading performance.

In developing the reading comprehension capability, the selected reading materials should be purposeful. The ESL students will be able to understand the text entirely if the text is selected with local setting as stated on the study of Paulston and Bruder, (1976). In terms of reading material development, Carrell and Eisterhold (1983) recommended that it should be taken from local sources such as booklets, books, magazines, newspapers, periodicals, and brochures related to daily life routines so that the ESL students can get a sense from the text easily. In addition, material taken from the internet is also useful for developing reading comprehension (Berardo, 2009). The above studies are



related to the study since they all justify that the utilization of reading intervention modules with various reading exercises that is important to the conduct of a remedial program in reading.

Methodology

The descriptive-correlation method was employed in this study. This design was simply a way to describe individual variables' characteristics as they occur in the natural setting (Gravetter et al., 2009).

Participants

The respondents were selected through the purposive method. The respondents of the study were the thirty-nine-frustration-level of readers of the PHIL-IRI pre-test conducted in September 2021. The respondents were the twenty-six grade 7 readers and thirteen grade 8 students in the School Year 2021-2022. Pre and post-tests designed by the researchers were checked and validated by the school and by School Principal, and English Consultant. The test was administered to the subjects of the study who were handled by the researchers, reading remediation coordinators, and reading teachers.

Instruments of the Study

The instruments used in the study were the various activities including the dynamic strategies in teaching reading such as (1) Reading Buddy, (2) DEAR (Drop Everything and Read), (3) FAW (Five Words a Week), (4) MOBSW (Master of Basic Sight Words), (5) Read Aloud, and (6) teacher-reader tutorial. The objective of these activities was to engage the readers in different types of reading text in an innovative and comprehensive manner.

Procedures

The researchers, with the help of the reading intervention coordinators and reading teachers, gathered the information of the selected students from their respective teachers of English. On the first day of the reading class, a pre-test designed by the researchers was administered to the student respondents. The researchers conducted the pre-implementation phase with students' orientation and parents' meetings to explain the purpose of Project RECITeS. The students were grouped into eight classes, with ten students per class. The students were informed about their respective teachers and reading class schedules. During the implementation stage,

differentiated reading drills, skills, and lessons focusing on word recognition and comprehension were taught, while dynamic activities from individual, peer, teacher-student one-on-one tutorials and collaborative activities were employed using the reading module. And on the last day of the meeting, a post-IRI-test was conducted.

Results

The pre-IRI-test results show that Grades 7 and 8 students have no mastery in the reading components related to phonetics, basic sight words, vocabulary, pronunciation spelling, fluency, and comprehension (Table 1.1). Thus, these students are classified under frustration level. Phonetics, comprehension and vocabulary are the skills that the Grade 7 students are having difficulty with. Meanwhile, phonetics, fluency and spelling are the most difficult skills for the Grade 8 students. Grade 8 students have higher reading comprehension than Grade 7.

Table 1.1 *Results of the pre-IRI-test administered to Grade 7 and Grade 8 frustration readers*

<i>Reading Component</i>	<i>Grade 7</i>	<i>Grade 8</i>
Phonetics	15.38	14.62
Basic sight words	25.00	33.85
Vocabulary	24.62	25.38
Pronunciation	25.77	24.62
Spelling	38.08	19.23
Fluency	26.54	16.92
Comprehension	20.77	29.23

After the students underwent the Project RECITeS, an enhancement in the readers' skills in the different components was realized (Table 1.2). Phonetics, comprehension and pronunciation are the top three most improved skills of grade 7 students (Fig. 1). Meanwhile, phonetics, spelling and pronunciation are the top three most improved of the grade 8 students (Fig. 2).



Table 1.2. Difference of the reading remediation pre-IRI-test and post-IRI-test administered to Grade 7 and Grade 8 frustration readers

Reading component	Grade 7	Grade 8
Phonetics	+35.39	+46.92
Basic sight words	+28.46	+28.46
Vocabulary	+24.23	+30.00
Pronunciation	+29.61	+30.76
Spelling	+20.38	+37.69
Fluency	+15.00	+25.68
Comprehension	+29.61	+24.62

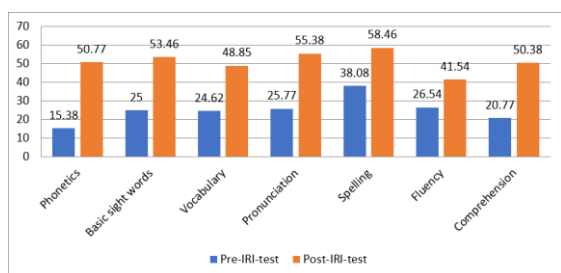


Figure 1. Comparative results of pre- and post- IRI test for Grade 7

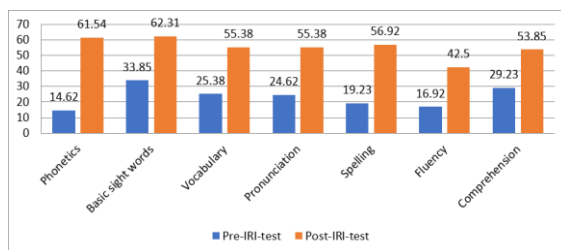


Figure 2. Comparative results of pre- and post- IRI test for Grade 8

Table 2 below displays the t-test results of the pre and post PHIL IRI test conducted to grade 7 and 8 frustration readers. It can be gleaned that the significant error of difference on Grade 7 is 0.100 with the t-value of 35.4898. For grade 8, the significant error of difference is 0.231 with the t-value of 20.6667. Both grade 7 and 8 have a p-value less than 0.0001. Results are interpreted with significant difference. Hence, the reading intervention module and the reading program are effective tools for language skill enhancement.

Table 2.t-test results comparing pre and post PHIL IRI test administered to Grade 7 & 8 frustration readers.

Grade Level	N	Mean	Significant Error of Difference	DF	T-Value	P-Value	Interpretation
7	26	3.54	0.100	25	35.4898	0.0001	With Significant Difference
8	13	4.77	0.231	12	20.6667	0.0001	With Significant Difference

Table 3.1 displays the t-test result of the administered IRI-test to Grade 7 students SY 2021-2022. It can be seen that students have improved on most of the reading components administered with p-value 0.0001 interpreted with significant difference, except for one component which is vocabulary with 0.3123 p-value interpreted with no significant difference. Hence, the module focused on vocabulary must be modified and improved.

Table 3.1 t-test results of the IRI administered to Grade 7 frustration readers

Reading Component	N	Mean	Significant Error Of Difference	DF	T-Value	P-Value	Interpretation
Phonetics	26	3.54	0.177	25	19.943	0.0001	With Significant Difference
Basic sight words	26	2.85	0.503	25	5.659	0.0001	With Significant Difference
Vocabulary	26	1.26	1.233	25	1.029	0.3123	No Significant Difference
Pronunciation	26	2.96	0.103	25	28.616	0.0001	With Significant Difference
Spelling	26	2.04	0.196	25	10.402	0.0001	With Significant Difference
Fluency	26	1.50	0.100	25	15	0.0001	With Significant Difference
Comprehension	26	1.50	0.100	25	15	0.0001	With Significant Difference

Table 3.2 below showcases the t-test result of the administered IRI-test to Grade 8 students SY 2021-2022. It can be seen that students have improved on all of the reading components administered with p-value 0.0001 interpreted with significant difference. Hence, the designed teacher-assisted module is an effective tool for students' improvement in reading.

Table 3.2. *t*-test results of the IRI administered to Grade 8 frustration readers

Reading Component	N	Mean	Significant Error Of Difference	DF	T-Value	P-Value	Remarks
Phonetics	13	4.00	0.253	12	15.7987	0.0001	With Significant Difference
Basic sight words	13	2.85	0.373	12	7.6325	0.0001	With Significant Difference
Vocabulary	13	3.00	0.376	12	7.9886	0.0001	With Significant Difference
Pronunciation	13	3.08	0.178	12	17.3205	0.0001	With Significant Difference
Spelling	13	3.77	0.395	12	9.5487	0.0001	With Significant Difference
Fluency	13	2.38	0.180	12	13.2184	0.0001	With Significant Difference
Comprehension	13	2.00	0.408	12	4.8990	0.0004	With Significant Difference

In addition, based on an interview conducted to the students, one of the respondents said that there is an increase in their vocabulary, improved spelling and comprehension; a boost in their self-confidence after they underwent the remediation program. Furthermore, they stated that they developed confidence in reading aloud in their classes, and gradually, they were able to comprehend simple to complex text types.

Discussion

The data shown above are evidences that struggling readers and frustration readers could learn better if they are excluded from the bigger groups and exposed to different reading activities under the reading remediation program with teachers assisting them in conquering their reading difficulties. It can also be seen from the data that from being a frustration reader; the students have reached the instructional and independent levels.

Conclusion

Phonological and phonemic awareness; recognition of basic sight words, vocabulary, pronunciation, spelling, auditory processing, memory and attention, comprehension and fluency are some of the reading difficulties of the Grade 7 and 8 students exposed in the reading remediation. In addition, an improved phonetic awareness, memory and attention; increased comprehension and fluency; wider vocabulary; correct spelling and rise of self-confidence are some of the effects that prove that the Reading Intervention Module and Reading Remediation are effective tools and materials in honing and improving the reading performances of the student respondents. There is a significant difference of 0.231 on the Grade 7 frustration readers and a significant difference of 0.100 on Grade 8 frustration readers; both of the levels have

p-value of 0.0001. The reading module is proven to be an effective material to improve the reading performances of the Grades 7 and 8 frustration readers. The data shows that Grade 7 students have improved on most of the reading components with the p-value of 0.0001 interpreted with significant difference except for 1 with p-value of 0.3123 interpreted with no significant difference. Meanwhile, Grade 8 students have improved on all the reading components with the p-value of 0.0001 interpreted with significant difference. The module focusing on vocabulary must be modified and strengthened.

References

- Amparo,R. (2011). "Effective Reading Remediation for Secondary Students". <https://www.ejournals.ph.net/>
- Berardo,S.A. (2009). "The use of authentic materials in the teaching of reading". *The Reading Matrix* 6(2).
- Carrell,P. (1983). *Schema Theory and ESL Reading Pedagogy*. US: John Wiley & Sons, Inc.
- DepEd Order No. 50, series of 2012, *The Every Child a Reader (ECARP)*
- DepEd Order No. 36, S. 2012, *Education For All (EFA) 2015*
- Johnson, et al. (2009). *Toward a Definition of Mixed Methods Research*. Pennsylvania: SAGE Publications.
- Mohamed A.R., Lin, S. E., &Shaik Abdul Malik, I. (2010). *Making Sense of Reading Scores with Reading Evaluation and Decoding System (READS)*. *English Language Teaching*
- Muijselaar,M. (2017). "Developmental Relations Between Reading Comprehension and Reading Strategies". *Scientific Studies of Reading*,21(3), pp.194-209.
- Paulston. Et.al, (1976). *Teaching English as a Second Language. Techniques and Procedures*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc.
- Pearson, P. D., & Gallagher, M. C. (1983). *The instruction of reading comprehension*. *Contemporary educational psychology*, 8(3), 317-344.
- Tamor,K.(2016). "The Reading Difficulties of Grade 1 students in Macatoc Elementary School." <https://www.researchgate.net/>. (Retrieved July 17,2019).

Affiliations and Corresponding Information

Caren S. Catuiran

Puray National High School

Department of Education - Philippines