



PHRASAL READING REMEDIATION IN ENGLISH FOR GRADE 3 LEARNERS

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Abstract :

Literacy improvement is one of the priorities of the Department of Education (DepEd). It is anchored on the flagship program of the Department: “Every Child A Reader Program,” which aims to make every Filipino child a reader and a writer at his/her grade level. This study aims to determine the effects of phrasal reading enrichment on the performance of the 150 Grade 3 learners in their remedial reading classes in Binmaley I District, Schools Division Office I Pangasinan during the new normal. Experimental research design employing Pre-Test and Post Test to assess the phonological deficiency, language comprehension and speed and fluency in English was used. The reading level of the students in post-test after undergoing the phrasal reading enrichment in terms of phonological deficiency; language comprehension; and, speed and fluency was increased compared to the pre-test. The researcher recommended that knowing the comprehension level of levels on different test types shows different dimensions of comprehension as one reads. This will guide the teachers in their instructional planning anchored on the needs of learners in the classroom and on the demands of Filipino national examinations.

Keywords: phrasal reading, enhancement program, performance

INTRODUCTION

Literacy is one of the most fundamental skills a child can learn. Beyond its conventional concept as a set of reading, writing and counting skills, literacy is now understood as a means of identification, understanding, interpretation, creation, and communication in an increasingly digital, text-mediated, information-rich and fast-changing world. Reading is the foundation for all academic learning. Learning to read, write and count is crucial to a child’s success in school and in later life. Literacy improvement is one of the priorities of the Department of Education (DepEd). It is anchored on the flagship program of the Department: “Every Child A Reader Program,” which aims to make every Filipino child a reader and a writer at his/her grade level. In support of the implementation of the K to 12 Basic Education Program, the Department of Education (DepEd) is continuously fulfilling its mandate to produce productive and responsible citizens equipped with essential competencies and skills for lifelong learning. To make every learner a proficient reader, schools across the country are tasked to help learners develop their reading skills.

Reading is a cornerstone of a learner’s success in school and, indeed, throughout life. Without the ability to read well, opportunities for personal fulfillment and job success inevitably will be lost. To enhance the reading skill of every learner, Schools Division Office of Tarlac Province has initiated the Reading Brigade with the aim of assessing the reading ability of the learners and aiding them in their reading scantiness. In particular, a Division Memorandum was released to enjoined schools to come up with a reading program including strategies and innovation in aid of improving the reading abilities of the students. The underlying assumption is that an approximation of a student’s literacy abilities is best shown through his/her performance in actual reading and writing tasks. This contrasts with formal reading tests that are standardized and often conducted for the purpose of comparing a student’s performance with that of others (Weaver, 2014). It is in this context that this study will be conducted.

Reading is one of the most important language skills that should be developed inside and outside the classroom. It is also one of the most common ways to get information. According to Jeremy Harmer, the reader employs a number of specific skills when reading and their success in understanding the content of what they see depends to a large extent on these specific skills. The skills of reading are predictive skill, extracting specific picture, getting specific picture, extracting detailed information and discourse pattern, deducting meaning from context. Furthermore, Yekovich in Westwood (2001) states that skilled reading is a highly complex capability involving many component processes. In short, learning to read is a complex process that depends upon learning specific skills.

Reading is the first step in the acquisition of knowledge. Reading is a very important issue which is not only about enjoyment but also a necessity, the basic tool of education. Reading is not an easy subject, because in its study the reader should discover the ideas from a text based on the writer’s point of view. Ur states that reading means “reading and understanding”. She also states some assumptions about the nature of reading that we need to perceive and decode letters in order to read words; we

need to understand all the words in order to understand the meaning of a text; the more symbols (letters and words) there are in a text, the longer it will take to read it; we gather: meaning from what we read; our understanding of a text comes from understanding the words of which it is composed.

Research and assumptions about the reading process have evolved in parallel and profited from insights of other disciplines, like psychology, education, linguistics, and information processing. Several marked phases of the reading process and learning can be differentiated. The phase of “conditioned learning” was shaped by the principles of behaviorism; the era of natural learning reflected the perceptions of cognitive theory; the era of information processing was affected by artificial intelligence research; the era of sociocultural learning was controlled by social and cultural studies; and finally the present period which accounts for the hypermedia environment and the student’s motivation (Alexander and Fox, 2004).

Statement of the Problem

This study aims to determine the effects of phrasal reading remediation in English for Grade 3 learners in Binmaley I District, Schools Division Office I Pangasinan during the SY 2024-2025.

Specifically, it sought answer to the following sub-problems:

1. What is the reading level of the learners in a pre-test in terms of:
 - a. Phonological deficiency;
 - b. Language comprehension; and,
 - c. Speed and fluency?
2. What is the reading level of the learners in post-test after undergoing the phrasal reading remediation in terms of:
 - a. Phonological deficiency;
 - b. Language comprehension; and,
 - c. Speed and fluency?
3. Is there a significant difference before and after the phrasal reading remediation given to the identified learners?

METHODOLOGY

This chapter discusses the process to be done by the researcher in the collection of data and the statistical procedure for the interpretation of the data gathered.

Research Design

The researcher used experimental research design employing Pre-Test and Post Test to assess the phonological deficiency, language comprehension and speed and fluency in English of the Grade 3 learners. Moreover, a Focus Group Discussion (FGD) was conducted to the learners asking the positive and negative experiences they have encountered during the phrasal reading remediation.

The use of experimental research enables the research to assess the Grade 3 learners struggling readers in terms of their phonological deficiency, language comprehension and speed and fluency. The result of the Post Test including interview/ FGD with the learners served as a determining factor whether if there is a significance difference in their reading level and serve as now the recommendation of the researcher in which of the identified reading deficiency is the phrasal reading remediation most effective.

Sources of Data

The subjects of this study were the identified struggling Grade 3 learners in Binmaley I District, Schools Division Office I Pangasinan based on the Oral Reading Survey Test from the during the school year 2024-2025.

Total population sampling was applied in the conduct of the study. It is a type of purposive sampling technique that involves examining the entire population that have a particular set of characteristics (e.g., specific attributes/traits, experience, knowledge, skills, exposure to an event, etc.). Since total population sampling involves all members within the population of interest, it is possible to get deep insights into the phenomenon you are interested in. With such wide coverage of the population of interest, there is also a reduced risk of missing potential insights from members that are not included.

Instrumentation and Data Collection

For the purposes of this research study, Focus Group Discussion (FGD) through Oral Reading Survey Test, online interviews and web-based survey questionnaires made with Google Forms were utilized which made the traditional data collection method to be discontinued. This research made use of Grade 3 learner-respondents during the school year 2024-2025.

As far as data collection tools were concerned, the conduct of the research used an Oral Reading Survey Test to the Grade 3 learner-participants to identify the readers who will undergo reading remediation. Some comprehension questions were prepared, so as for the researcher to guide the interview towards the satisfaction of research objectives, but additional questions were encountered during the interviews.

Tools for Data Analysis

As for the Phrasal Reading Remediation, the collected data were analyzed by arithmetic mean ($\bar{x}$), standard deviation (S.D.) and z-test by using Microsoft Excel 2010. In order to evaluate the progress of identified readers, the researcher used arithmetic mean, standard deviation (S.D.) and z-test to compare the result of pretest and post-test. The mean ($\bar{x}$) was used to examine the performance of the identified readers.

RESULTS AND DISCUSSION

This chapter delineates the gathered data, the interpretation and analysis of the findings, and the narrative explanation of the tabulated results providing answers to the problems presented earlier in Chapter 1.

Table 1
Pre-Test Reading Level of Grade 3 Learners

Pre-Test	Phonological Deficiency		Language Comprehension		Speed and Fluency	
Reading Level	F	p	f	p	f	p
Frustration	67	44.67	87	58.00	79	52.67
Instructional	83	55.33	63	42.00	71	47.33
Total	150	100	150	100	150	100

It can be seen in Table 1 that out of 150 learners who served as respondents, there were 67 or 44.67% who belong to frustration level, 83 or 55.33% were under instructional level in phonological deficiency. For the Language Comprehension, it is noticeable that there were 87 or 58% while 63 or 42% belong to instructional level. For Speed and Fluency, 79 or 52.67% were under Frustration level and the remaining 71 or 47.33% belong to instructional level.

Table 2
Post-Test Reading Level of Grade 3 Learners

Post-Test	Phonological Deficiency		Language Comprehension		Speed and Fluency	
Reading Level	F	p	f	p	f	p
Frustration	23	15.33	32	21.33	21	14.00
Instructional	38	25.33	45	30.00	41	27.33
Independent	89	59.34	73	48.67	88	58.67
Total	150	100	150	100	150	100

It is reflected in Table 2 that in post-test conducted in Phonological Deficiency, to determine the reading level of the students, there were 23 or 15.33% who belong to frustration level, 38 or 25.33 under instructional level and 89 or 59.34% became independent readers. On Language Comprehension, 32 or 21.33% belong to frustration level, 45 or 30% were under instructional level, and 73 or 48.67 became independent readers. For the Speed and Fluency, 21 or 14% belong to frustration, 41 or 27.33% were under instructional level, and 88 or 58.67% were under independent level.

It was found that the relationship between the speed of reading and especially in-depth meaning linking was low. However, the literature clearly indicates that one of the specific characteristics for competency in reading is reading the text at an appropriate speed. One could speculate from this finding that it is necessary to reach a reading speed parallel to speaking speed; readers who reach this speed cannot be thought as comprehending faster; even speed reading may influence comprehension negatively and students who read slowly may have problem in comprehending.

Significant Difference Before and After the Phrasal Reading Enrichment Given to the Grade 3 Learners

The ANCOVA shows that post-test reading speed after intervention is dependent on the pre-test reading speed ($F(1.61)=17.614$; $p<0.0001$; partial $\eta^2=22.4\%$), which shows that the dependent variable is post-test reading speed. After controlling the variables, the results show that there is a significant difference in post-test reading speeds ($F(1.61)=6.338$; $p=0.014$; partial $\eta^2=9.4\%$).

The model had an R^2 of 41.6%, indicating that 41.6% of the variation in the post-test reading speed is explained by the pre-test reading speed to the group in which the participants were included. R^2 of 41.6% shows that the implications of the analyses for this study are acceptable.

The results from the learners testing show that the dyslexics scored significantly lower on all the other measures except on the reading comprehension test, the figure chains, sound deletion and on the short-term memory span. In the word decoding task, the number of correct did not differ significantly, but the direction of the difference between the sample means is in favor of the control group. Although the dyslexic adults did not differ significantly from the controls in the number of items judged correctly, they made significantly more errors in this task. It is likely that there is a trade-off between the errors and speed in this test and a plausible interpretation is that in some sense the dyslexics pay for their speed with a higher error rate. The effect sizes indicate that the largest single difference is found for word knowledge and for the proof-reading variable. However, in more general terms it can be said that the largest effect sizes are found for the phonological variables.

The tasks placing high demands on the participants' phonological processing system showed large group differences and the tasks involving more moderate demands on phonological skills tended to discriminate less well between groups. The word knowledge task could be expected to be very sensitive since the task involves both decoding and knowledge of phonologically, and hence also orthographically, confusable words. The effect sizes should only be used in comparisons between the different variables in the present sample because the absolute size of an effect is also dependent on the procedure in the original sample selection.

To summarize, the results for the sub-sample that took part in the testing session showed that the dyslexics still have deficits in low level decoding and spelling skills as well as in phonological awareness and rapid naming. We now turn to the data from the questionnaire, which was answered by learners dyslexics and normal readers. Group differences were found for amount of reading, a difference that seems to be due to writing and reading in English but the difference in reading was not statistically significant. For leisure time reading there was no difference in amount of reading but the non-disabled reported more reading in English.

The readers reported significantly higher preferences for the language subjects in school; Literature, writing and English. The size of the effect was remarkably large for the rating of Literature. Multivariate analysis of variance (MANOVA) showed no significant differences between groups on the non-language academic subjects, but the univariate test was significant. Results showed that dyslexics scored significantly lower on almost all reading and phonological decoding measures. Noteworthy is that the dyslexics did not differ from the controls in reading comprehension, visual motor figure chain, or the SWS repetition task. The effects sizes indicated that the largest difference was found for the proof-reading variable followed by the vocabulary variable. Success on both these tasks is believed to rely on well-established and effectively functioning orthographic representations and processes. Further indications for poor orthographic skill are the results on spelling, orthographic coding, and word decoding. All these tasks can be assumed to put higher demands on the reader than would a normal reading situation, indicated by the normal performance on reading comprehension.

Summary

This study aims to determine the effects of phrasal reading remediation to the performance of the Grade 3 learners in their remedial reading classes in Binmaley I District, Schools Division Office I Pangasinan during the better normal. It focused on the

reading level of the learners in a pre-test and post-test in terms of phonological deficiency; language comprehension; and speed and fluency. The significant difference before and after the phrasal reading remediation given to the identified students was also looked into.

Conclusion

This study presented the possible effects of timed reading intervention on learners' reading speed and comprehension levels. The analyses revealed the changes in reading speed and comprehension due to the timed reading practices. The comparisons showed that each participant improved their reading speed and fluency.

On the other hand, there was a clear difference in descriptive analysis that is pointing to a higher comprehension level in each learner. The results demonstrated that timed reading practices had a positive influence on the participants' reading speed and comprehension, which is a fact that can encourage language teachers to implement reading instruction with fluency-based practices and create a positive difference in learners reading skills. The findings of this study are consistent with the previous research on the effects of timed reading intervention on learners' reading speed and comprehension levels. Despite being different in nature, all the studies to the researchers' knowledge have found timed reading intervention useful for improving reading speed together with comprehension, or at least without setbacks in comprehension. The gains of timed reading practices were clearly revealed via the present study.

The learners showed meaningful improvement in their reading speed and comprehension after the intervention. When reading instructions in language schools are revised, lack of fluency-based activities is clearly revealed even though achieving a certain level of fluency is listed as a certain goal of the lesson. Even though further study is needed to find out more about the effects of timed reading practices on reading speed and comprehension, it can be concluded that reading sessions including timed reading practices can raise learners' fluency fast and drastically especially from the point of speed.

Timed reading practices can be integrated in reading instruction in reading classrooms and help learners raise their reading fluency. With supportive implications of similar studies in the literature, timed reading has been proven to be useful especially in terms of speed. However, as it is also implied in the related literature, the rise in speed does not cause relapses in comprehension. On the contrary, it helps learners improve their comprehension of the reading material. Finally, albeit being limited in the context of participants, implementation time and study environment, this research might raise awareness and draw attention to the importance of reading fluency and the efficiency of fluency-based instruction among teachers of English as a foreign language. Further research is needed to confirm and compare the findings of the study.

Recommendations

Based on the findings of this study, the following recommendations are offered:

1. Knowing the comprehension level of levels on different test types shows different dimensions of comprehension as one reads. This will guide the teachers in their instructional planning anchored on the needs of learners in the classroom and on the demands of Filipino national examinations.
2. Priority actions on the intensive analysis of the results of the Phil. IRI pretest should be done to identify the weaknesses in reading of the learners. These weaknesses must be converted into well-organized teaching – learning lessons. Slow readers must be given appropriate assistance through remedial reading.
3. Reading exercises can easily be developed by teachers based on the identified weaknesses of the learners which can be designed to achieve specific learning objectives.
4. Conducting a study that specifically explores the most beneficial methods to enhance the relationship between special education and general education teachers in order to create a kind of consistency in their strategies while working with students with learning disabilities in both settings, the resource room and the general classroom.
5. Conducting a quantitative study that investigates the effective reading strategies that experienced special education teachers utilize to improve the students' reading comprehension. Based on the responses of special education teachers in this current study, a unique survey could be developed as an instrument for collecting the data from participants. The participants could be special education teachers from multiple states or multiple regions within the same state.
6. Replicating the present study and including a larger sample size that would be collected from more than one region. The results of that replication could support the finding of this study.
7. A further qualitative study investigating the research questions of this study through using additional data collection methods, such as observation would be very interesting.
8. Even though Cloze procedure is a well-known assessment technique that is used to assess the students' reading comprehension, one teacher shared that she uses Cloze as a strategy to teach reading comprehension to her students. Therefore, further research exploring the effectiveness of using Cloze procedure as a strategy to teach reading comprehension is worth more investigation.
9. Conducting further research examining the impact of the students' social economic status on their background knowledge and life experience would be very interesting.
10. Conducting further study to investigate the effectiveness of using Fast Forward and Raze kids as strategies to increase reading comprehension of students with learning disabilities.
11. Conducting a study that explores the most effective methods that encourage students with learning disabilities to increase their reading practice outside the school setting.
12. Finally, it is recommended that follow-up research be conducted to find out the impact of using the proposed instructional materials in Reading in other schools.

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