



ALTERNATIVE TEACHING READING STRATEGIES FOR GRADE V LEARNERS IN PANIGAYAN ELEMENTARY SCHOOL

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**Alternative Teaching Reading Strategies for Grade V Learners in
Panigayan Elementary School**

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Abstract

This study determined the alternative strategies for teaching reading in a distance learning modality. The time-series research design was used in studying the effects of alternative teaching reading strategies over 10 weeks. The participants of this study were sixty (60) Grade V learners of Panigayan Elementary School who are enrolled in the School Year 2020-2021. The Grade V learners were assessed on their reading performance using the Philippine Informal Reading Inventory (Phil-IRI) and determined their reading level using the KaBaRo template of the school. The results showed that 53 learners were categorized in levels 1 – 3 during the pre-reading assessment, wherein 10 were in level 1, 30 in level 2, and 13 in level 3. Moreover, there were only 7 learners who belonged to level 4. The different strategies used in teaching reading were modified board games, flash card-based, and reading tutorial videos. After the 10 weeks of reading intervention, a post-reading assessment was administered. The result showed that there was an improvement in the reading performance of the participants. There were 9 who belonged to level 2, 10 in level 3, and 41 in level 4. Furthermore, during the focus group discussion, most of the participants preferred to learn reading using modified board games and least preferred to use flash card-based.

Keywords: *Flash Card-based; Modified Board Games; Reading Tutorial Videos; Teaching Reading*

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Context and Rationale

Reading is a pivotal skill that needs to be advanced for all learners. It is recognizing and blending letter sounds to understand their meaning. Moreover, through the DepEd Memorandum No. 402, s. 2004 and Administrative Order No. 324, the Department of Education implemented the "Every Child A Reader Program," or ECARP, which seeks to create a plan that will effectively teach reading to students in public schools. There are many strategies that teachers may use in developing the reading skill of their pupils. Learners can positively learn and be motivated through practical instructions (Salataci 2002, 1), whereas ineffective and inappropriate teacher instructions may lead to the learner's low reading performance (Haq et al. 2019).

Moreover, action determines how well children are educated. As a result, they learn better when they are playing and participating in practical activities that allow them to express and illustrate their ideas (Chambliss 1991, 43-49). In addition, it is said that games can help students build their domains of words and relatedness since they allow students to practice and rehearse the offered words. Compared to a more conventional teaching approach, students learned more actively with higher interest through games, which facilitated a deeper understanding of the learned material (Ritzko & Robinson 2006).

In their 2010 study, Başolu and Akdemir compared teaching English vocabulary to undergraduate students using flash cards and mobile devices. According to the findings, utilizing a mobile phone as a vocabulary-learning tool is easier than using a typical vocabulary-learning tool. Baleghizadeh and Ashoori (2011) proposed a study to assess students' reactions to vocabulary learning utilizing word lists and flashcard-based instruction. However, they discovered no discernible difference between the two strategies' efficacy, which was a different outcome. The study's findings on the vocabulary knowledge of Iranian pre-university students using flashcards revealed that the experimental group's students fared better than the control group's students in terms of vocabulary knowledge (Komachali and Khodareza 2012, 134-147). Thus, flashcard-based may be considered one of the strategies for teaching reading to learners.

Viewing can involve the high cognitive activity required for active learning even though it appears to be passive. Even when students appear to be passive in class discussions, a well-designed multimedia encourages their participation (Mayer 2001). Both the viewing's content and environment are essential components for activating pupils as active learners. According to three hypotheses outlined by Marshall (2002), learning through carefully chosen video is possible based on the power of the entertaining media to interact with the learner, activate emotional states, initiate interest in a topic, and permit the absorption and processing of information. A video is a type of multimedia that simultaneously engages the auditory and visual senses to transmit information. In the case of on-screen print and closed captioning, it frequently employs a variety of presentation formats, such as verbal and visual representations (Mayer 2001). Hence, the use of tutorial videos may also be included in the list of strategies for teaching reading to learners.

However, during this health crisis, teachers have limited access to develop and assess the reading skill of their learners. Though there are many strategies they may use in teaching reading, they still need help to utilize those strategies because of the current situation. Furthermore, Panigayan Elementary School adopted the distant learning modality, specifically the use of a self-learning module in place of face-to-face instruction. Teachers encounter different problems, including teaching reading to learners. Before the health crisis, there was an alarming result during the pre-reading

assessment using the Philippine Informal Reading Inventory (Phil-IRI). Only 25% of the total enrolment of Grades IV-VI belonged to the independent level, while 75% were in frustration and dependent level. The Department of Education has supplied teachers with an instrument to gauge their students' reading proficiency called the Philippine Informal Reading Inventory (Phil-IRI). The percentage of words recognized and the correct responses to comprehension questions that are supported by the set of reading level criteria are used to determine students' reading proficiency levels in both English and Filipino.

The learners' reading skills must be considered even during this health crisis. Hence, this study aims to determine the practical strategies teachers could employ to teach reading in a distant learning modality. Due to the health protocols and limited access to face-to-face instruction, participants of this study only catered to the grade V learners of Panigayan Elementary School who are enrolled in the School Year 2020-2021.

Innovation, Intervention, and Strategy

For the School Year 2019 – 2020, the result of the pre-reading assessment was alarming. Only 25% of Grade IV - learners belonged to the independent level, while 75% belonged to the frustration and dependent level. Hence, this study intends to determine the reading level of Grade V – learners for this School Year 2020-2021 and utilize the appropriate strategies in teaching reading.

Reading is one of the prerequisite skills that ought to be developed to learn other skills. There are several strategies that a teacher may use to develop and advance the reading skills of the learners. However, in distant learning modalities, other strategies may not be applicable. Therefore, to address the reading need of the learners, the researcher utilized modified board games, reading flashcard-based, and reading tutorial videos. The effectiveness of the strategies and interventions employed in this study was assessed and determined. With the learners' positive results and reading performance, the strategies used were effective and may be utilized in teaching reading to the learners. Hence, teaching reading may be facilitated to learners in a fun way.

Action Research Questions

This study attempted to determine the alternative teaching reading strategies for Grade V learners of Panigayan Elementary School in a distance learning modality for the School Year 2020-2021. Specifically, this study sought to resolve the following questions:

1. What is the reading level of the Grade V learners during the pre-reading assessment?
2. What is the reading level of the Grade V learners during the post-reading assessment?
3. What reading strategy is preferred by Grade V learners?
4. How does the preferred reading strategy affect the reading proficiency of Grade V learners?

Action Research Methods

Research Design

This study utilized the time-series research design, a powerful approach for studying changes in a particular variable over multiple time points. When applied to teaching reading over a 10-week period, a time-series research design allows the researcher to analyze how reading skills evolve and improve over time in response to the reading strategies and interventions employed (Glass, Willson, & Gottman 2008). Hence, the design is appropriate for this study as it allowed the researcher to observe the effects of the teaching intervention and track the progression of reading abilities from the beginning to the end of the 10-week period.

Participants and/or Other Sources of Data and Information

The participants of this study were Grade V learners of Panigayan Elementary School. Using the total enumeration sampling, the participants were identified. Hence, all of the 60 Grade 5 learners who are officially enrolled for School Year 2020-2021 were part of this study.

Moreover, the participants were assessed using the Philippine Informal Reading Inventory, or known as Phil-IRI. However, they were categorized according to their reading level using the Kasama sa Basa at Laro (KaBaRo) Reading Level Template. The categories were in four levels: Level 1 – Letter and Sound Recognition, Level 2 – CVC Words, Level 3 – Basic Sight Words, and Level 4 – Sentence Reading. Thus, the participants were grouped and categorized according to their KaBaRo reading level.

Research Instruments

A passage from Philippine Informal Reading Inventory (Phil-IRI) was used to determine the participants' reading levels in pre-assessment and post-assessment. The passage is from one of the passages provided to all advisers or reading teachers. It is one of the grade V passages used after the group screening test. The Phil-IRI is a widely used reading assessment tool in the Philippines, designed to evaluate the reading skills and abilities of to provide educators insights into students' reading levels, strengths, and areas needing improvement.

Data Gathering Procedure

The researcher sought permission from the principal and concerned advisers of Panigayan Elementary School, Isabela Island District, Isabela City Schools Division. They were oriented on the purpose and aim of the conduct of the study. Before the conduct of the study, the parents or guardians of the target participants were given a consent letter that explained the purpose of the study and asked for their signature if they would allow their children to be participants in the study. Participants were given too assent form if they were willing to be part of the study.

The participants were assessed using the Phil – IRI tool for pre-reading assessment. Through their result, they were categorized and grouped according to their reading level using the KaBaRo Reading Level. This study had a 10-week reading intervention for the participants. Based on the results, the participants were identified and categorized according to their reading levels. The groups received the same

interventions: the modified board game, flashcards, and reading tutorial videos. The researcher met the participants once a week to provide the three interventions in teaching reading: modified board games, flashcard-based, and reading tutorial videos.

After the 10 weeks of reading intervention, the participants' progress was assessed by administering the post-reading assessment. The Phil-IRI tool was utilized for the post-reading assessment. The researcher facilitated a focus group discussion to further understand the reading intervention's effectiveness. The learners were grouped into 5 members in each FGD. The participants and researcher had 20 minutes in every FGD. The same question was posited in every FGD. The researcher then conducted an analysis of the data.

Data Analysis

Descriptive statistical analysis was employed in summarizing and presenting data in a meaningful way to gain a clear and comprehensive understanding of the information at hand. Frequency and percentage were used to determine the reading level of Grade V – learners during the pre-assessment and post-assessment reading. The frequency was utilized to determine whether Grade V learners preferred the reading strategy. Moreover, a descriptive analysis was utilized to determine if the preferred reading strategy affects the reading of the Grade V learners.

Results and Discussion

Reading Level of Learners During the Pre-reading Assessment. The reading level of learners during the pre-reading assessment is a critical aspect of understanding their current abilities and tailoring instruction to meet their needs. Pre-reading assessments provide valuable insights into students' baseline skills, which can guide the researcher in designing effective reading instruction strategies.

Table 1: Reading Level of Grade V Learners During the Pre-reading Assessment

Level	Frequency	Percentage
1	10	16.67%
2	30	50%
3	13	21.67%
4	7	11.66%
Total	60	100%

During the pre-assessment reading, out of 60 Grade V learners, 10 learners belonged to level 1, which is 16.67% of the total participants; 30 or 50% in level 2; 13 or 21.675 in level 3; and 7 or 11.66% in level 4. The results of the pre-reading assessment serve as a baseline measurement of learners' reading skills before alternative reading strategies were employed.

Reading Level of Learners During the Post-reading Assessment. Assessing the reading level of learners during the post-reading assessment is an essential step in evaluating the effectiveness of reading instruction and measuring the progress made by

students over the course of their learning journey. The post-reading assessment provides valuable insights into how well students have grasped and applied the reading skills and strategies taught during the instructional period.

Table 2: Reading Level of Grade V Learners During the Post-reading Assessment

Level	Frequency	Percentage
1	0	0%
2	9	15%
3	10	16.67%
4	41	68.33%
Total	60	100%

During the post-assessment reading, out of 60 Grade V – learners, 0 learners belonged to level 1; 9 or 15% in level 2; 10 or 16.67 in level 3; and 41, or 68.33% in level 4. The post-reading assessment results signify the impact of the strategies and interventions that contributed to improving learners' reading skills. By comparing post-assessment results with pre-assessment data, the results indicate the extent of growth and learning that has taken place.

Preferred Reading Strategy of Learners. The preferred reading strategy of learners is influenced by learners' cognitive styles, experiences, and personal preferences. Understanding and acknowledging learners' preferred reading strategies can have significant implications for effective teaching and learning.

Table 3: Preferred reading strategy of Grade V – learners

Reading Strategy	Frequency
Modified board games	40
Flashcard	7
Reading video tutorial	13
Total	60

Out of 60 participants, there were 40 who chose to use modified board games, 7 for flashcards, and 13 who preferred to use reading video tutorials in teaching reading. Recognizing and accommodating learners' preferred reading strategies can help educators differentiate instruction to meet individual needs better. Providing a range of reading materials such as modified board games, flash card-based, and video reading tutorials ensures diverse learners can effectively engage with content. By tailoring instruction to align with individual preferences, educators can create a more inclusive and engaging learning environment that promotes meaningful comprehension, and critical thinking skills.

Reading Performance of Learners After the 10-week Intervention. Assessing the reading performance of learners after a 10-week intervention using modified board games, flash card-based, and video reading tutorials provides a clear and measurable understanding of the intervention's impact on students' reading skills and development. It serves as a critical tool for evaluating instructional effectiveness, informing decision-making, and driving continuous improvement in literacy instruction.

Table 4: Reading Performance of Grade V Learners after the 10-week Intervention

Level	Identify letter and letter-sound	Blend letter sounds	Read Basic Sight words	Read sentences and phrases
Level 1	✓ - 10	✓ - 10	X - 4 ✓ - 6	X - 3 ✓ - 7
Level 2	✓ - 30	✓ - 30	X - 5 ✓ - 25	X - 7 ✓ - 23
Level 3	✓ - 13	✓ - 13	✓ - 13	✓ - 13
Level 4	✓ - 7	✓ - 7	✓ - 7	✓ - 7

After the 10 weeks of intervention and using the strategies in teaching reading, the participants have shown progress and development in their reading performance. In level 1, all of the 10 learners can identify the letter and letter sounds, and they can also blend sounds. However, in reading the basic sight words, 4 learners cannot read, and 6 read. 3 learners cannot read sentences and phrases, and 7 can read them.

For level 2, out of 30, there were 30 who could identify the letter and letter sounds and blend letter sounds. There were 5 who could not read basic sight words and 25 who could read them. 7 learners could not read sentences and phrases, and 23 could read them. For level 3, all of the 13 learners can identify the letter and letter sounds, blend letter sounds, read basic sight words, and read sentences as well as phrases. For level 4, all of the 7 learners can identify the letter and letter sounds, blend letter sounds, read basic sight words, and read sentences as well as phrases.

The utilization of modified board games as an instructional tool to assess and enhance learners' reading performance has gained attention in educational settings (Acquah and Katz 2020). Incorporating elements of play and engagement, board games provide an interactive and enjoyable approach to promoting literacy skills. Flashcards have long been recognized as versatile and effective tools for promoting learning and enhancing reading performance among learners of all ages (Erbey et al. 2011, 213-226). Flashcards are structured visual aids that are valuable resources for developing and accessing various aspects of reading proficiency.

Furthermore, using reading video material as an instructional tool to assess and enhance learners' reading performance has become increasingly prevalent in modern educational settings (Nurmahyuni 2020). Video content can provide dynamic and multisensory learning experiences that engage learners and facilitate the development of various reading skills. Overall, utilizing a combination of instructional tools such as flashcards, board games, and reading video materials offers a comprehensive approach to assessing and enhancing learners' reading performance.

Conclusions and Recommendations

During the pre-reading assessment, there were Grade V - learners who belonged to level 1. These are the learners who can recognize letters and letter sounds. Most of the learners belonged to level 2, who could blend letter sounds and read CVC but failed to read basic sight words. Some belonged to level 3. These are the learners who can blend sounds and read basic sight words but fail to read sentences. Furthermore, few of the learners belonged to level 4 and could read sentences and phrases.

There was a 10-week reading intervention conducted on the participants. Using the 3 reading strategies, specifically the use of modified board games, flash card-based, and video reading tutorials, the grade V learners have shown improvements in their reading performance, and these are the following; (a.) learners who cannot familiarize themselves and read letter sounds were able to read CVC words and some of the basic sight words, (b.) learners who find difficulty in reading the CVC words can already blend sounds and read basic sight words, and (c.) learners who can blend sounds but failed to read basic sight words can read simple sentences.

A post-reading assessment was conducted after the reading intervention. During the post-assessment, all of the participants can recognize letter and letter sounds. Hence, no one belonged to level 1. A few of the participants belonged to level 2, and some to level 3. Most of the participants belonged to level 4 and could read sentences and phrases. The results showed that there was an improvement in the reading performance of the grade V learners. Furthermore, a focus group discussion was facilitated by the researcher to determine which of the reading strategies was preferred by the participants. During the focus group discussion, most learners preferred to use modified board games because they had fun reading, some chose video reading tutorials, and few preferred the use of flashcards in reading.

The study delimits to grade V learners. Thus, a further study that will involve other school grade levels must be conducted. Likewise, the researcher utilized 3 reading strategies; however, many reading strategies may be explored and studied in developing the reading performance of the learner.

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Action Plan

Republic of the Philippines
Department of Education
Region IX, Zamboanga Peninsula
Division of Isabela City
Isabela City

CAPACITY-BUILDING INTERVENTION USING THE ALTERNATIVE READING STRATEGIES

School Year 2021 – 2022

Program Description	Objectives	Strategies/ Activities	Time Frame	Persons Involved	Sources of Fund	Expected Outcome
Orientation to the Advisers and Reading Teachers	Orient and inform the advisers and reading teachers about the alternative teaching reading strategies which may be applicable for their learners in terms of reading.	Orientation on the alternative teaching reading strategies	Nov. 8-12, 2021	Proponent/ School Head/ Experts/ Advisers/ Reading Teachers	None	*Advisers and reading teachers were oriented as well as informed about the alternative teaching reading strategies
Implementation of the Reading Intervention Using the Alternative Reading Strategies	Conduct reading intervention to Grade I – Grade VI learners of Panigayan Elementary School.	Conduct of Reading Intervention	Nov. 2021- March 2022	Proponent/ School Head/ Experts/ Advisers/ Reading Teachers	MOOE	*Conducted reading intervention to Grade I – Grade VI learners of Panigayan Elementary School
Conduct Program Implementation Review	Assess the effectiveness of the intervention and the alternative teaching reading strategies used.	Conduct Program Implementation Review	April 2022	Proponent/ School Head/ Experts/ Advisers/ Reading Teachers	NONE	*Assessed the effectiveness of the intervention and the alternative teaching reading strategies used.

Financial Report

The table below shows the cost estimates expended before, during, and after conducting this action research.

General Descriptions	Quantity	Unit	Unit Price	Total Estimated Costs
Bond Paper	10	reams	250.00	2, 500.00
664 Epson Printer Ink	4	bottles	370.00	1, 480.00
Cartolina	50	pcs	10.00	500.00
Marker	20	pcs	40.00	800.00
Illustration Board	10	pcs	45.00	450.00
Transportation				2, 000.00
Other Miscellaneous				2, 500.00
TOTAL				10, 230.00

Appendix A**Reading Passage from PHIL-IRI Package****SUMMER FUN**

“Let’s have some fun this summer,” says Leo.

“Let’s swim in the river,” says Lina.

“Let’s get some star apples from the tree,” says Leo.

“Let’s pick flowers,” says Lina.

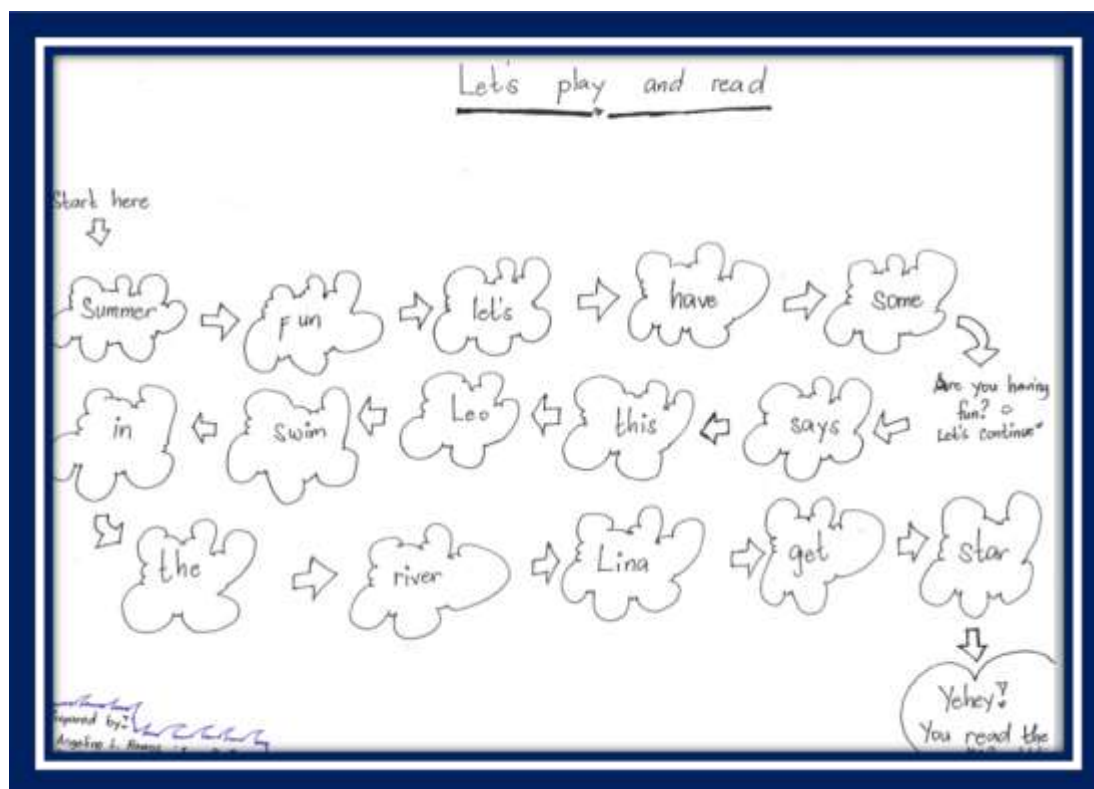
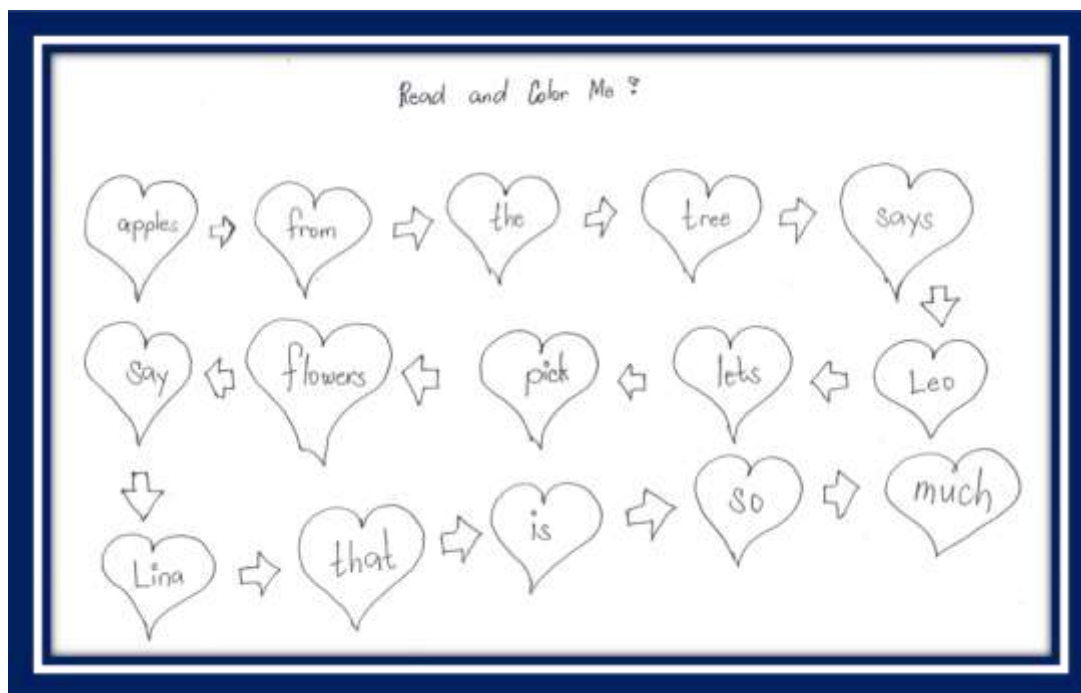
“That is so much fun!” says Mama.

“But can you help me dust the shelves too?”

“Yes, we can Mama,” they say.

“Helping can be fun too!”

Appendix B
Sample Alternative Reading Materials Used
Modified Board Games



For Flash Cards

SUMMER

FUN

LET'S

HAVE

SOME

IN