



# VIRTUAL ORAL READING (VOR): INTERVENTION IN IMPROVING READING FLUENCY AND LITERAL COMPREHENSION SKILLS OF GRADE 7 STRUGGLING READERS

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## **ABSTRACT**

Title: **“ACTION RESEARCH ON THE EFFECTIVENESS OF VIRTUAL ORAL READING (VOR) AS AN INTERVENTION IN INCREASING FLUENCY AND LITERAL COMPREHENSION SKILLS OF G7- STRUGGLING READERS”**

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This action research was conducted to investigate the effectiveness of virtual oral reading (VOR), an intervention to help improve the reading fluency and literal comprehension skills of Grade 7 struggling learners. The participants in this study were ten (10) Grade 7 struggling readers from three different sections of Masbate National Comprehensive High School.

The pretest results revealed that 100 % or 10 out of 10 participants obtained a frustration proficiency level in both oral reading fluency and comprehension. Furthermore, the majority of the miscues were committed by the readers and misbehavior, or manner of reading were likewise observed.

However, after giving the intervention through virtual oral reading (VOR) of 30 passages, findings indicated that 30% or 3 out of 10 participants improved their reading fluency and comprehension skills while 70% or 7 out of 10 readers have stepped up to instructional level, making a 100% increase or 10 out 10 manifested a remarkable improvement in their reading skills. In terms of miscues committed

by the readers, there was a slight improvement as revealed in the posttest compared with the results in the pretest.

All the results after the conduct of the intervention implied a significant improvement in the participants' word reading and comprehension performance; however, these results alone could not be considered sufficient to conclude that the readers' academic performance in terms of understanding of content has improved. The researcher enumerates two reasons for this. First, the assessment mainly focused on reading accuracy (one element of fluency) and literal comprehension or knowledge skills setting aside the more important levels of assessing understanding to prioritize oral reading fluency. Second, since there was not an in-person engagement and interaction between the readers and the researcher, the readers' possibility of merely guessing or selecting the answer from the given choices marked A, B, C, D in the literal comprehension could not be discounted. But despite these reasons, the overall results revealed that virtual oral reading intervention still had more benefits in improving reading and comprehension abilities of the learners.

Therefore, virtual oral reading (VOR) is a highly recommended intervention to help struggling readers improve fluency and comprehension skills and to bridge learning gaps and losses created by the pandemic or any circumstance that would prevent the learners physical school reporting. Through VOR, learners would have more opportunities to improve their academic performance, making them grade ready for the next school year.

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## I. Context and Rationale

The closure of schools in the Philippines due to COVID-19 pandemic has brought great impact on the education system. However, the United Nations Educational, Scientific, and Cultural Organization (UNESCO, 2020) reiterates its stand: “Education cannot wait. If learning stops, we will lose human capital.” In response to this, the Department of Education (DepEd) implemented the Basic Education Learning Continuity Plan (BE-LCP) to sustain the delivery of quality learning while ensuring the safety and health of the learners and the teachers during pandemic times.

Anchored on the flagship *Sulong Edukalidad*, DepEd continues to strive harder to produce Filipino lifelong learners with 21<sup>st</sup> century skills through K-12 curriculum adjustments, alignment of learning materials, deployment of multiple learning delivery modalities, upskilling and retooling of teachers particularly in the use of technology, and proper orientation of parents and guardians of the learners (DepEd Order No. 12, s. 2020). Furthermore, the agency implements this school year the project called ‘Brigada Pagbasa’, a reading program that involves collaboration of all school stakeholders who will serve as volunteer-tutors to help learners become functionally literate (Regional Memorandum No.52, s. 2021).

In line with the abovementioned program, the English Department of Masbate National Comprehensive High School launched Project **RIPPLES**: (**R**eading **I**ntervention to increase **P**articipation, **P**erformance, and **L**anguage **E**xperience of **S**tudents) in September 2021. This project was conceptualized in support of Bicol Region’s 5Bs or *Bawat Bicolanong Bata Bihasang Bumasa*.

Possessing literacy skills is one essential measure of learning. Literacy refers to the capability that one acquires to read, understand, and construct textual material. Moreover, this ability is useful in regular academic and nonacademic situations and contexts within the school community and in different occupational areas. Literacy skills are crucial for accessing the broader curriculum as they are used in many aspects of life. Obtaining an acceptable level of literacy along with numeracy can greatly enhance learners' achievement because they are used in many aspects of their lives and are necessary for any task (PPST, 2017).

Philippine Informal Reading Inventory Manual (Phil-IRI 2018) identifies three literacy tasks namely oral reading, silent reading and listening comprehension. Rasinski (2016) and Tindal et al (2014) believe that oral reading fluency is a key skill which is prerequisite for comprehension. Moreover, they claim that 90% of most comprehension problems are due to deficiency in oral fluency: thus, students who have poor reading fluency in their early stage will likely have problems in academic. Therefore, it is essential to build and develop literacy skills in the early stage (Rasinski, 2014).

As far as literacy is concerned, reading is the most crucial skill because it is the base of knowledge (Birch, 2014 as cited in Rasinski 2014). Furthermore, several researches have confirmed that reading, whether oral or silent, if regularly done by the learners can promote and enhance literacy skills. Reading is a very important skill in the learning process because every learner's success or failure in learning is determined by his/ her reading abilities.

Additionally, research has clearly demonstrated that reading fluency is one of several critical factors necessary for reading comprehension but is often neglected in the significance of fluency in the development of reading proficiency. Reading comprehension is equally a valuable skill not only for learning in school, but to successfully interact in everyday life. Comprehension means the ability to understand what is read which is the goal of the reading process.

In response, this action research focuses on oral reading to provide learners the opportunity for improving their reading fluency skills as well as comprehension skill at least in the literal level despite their being under distance learning modality and having limited face-to-face classes due to the present world health crisis.

Reading aloud is less used in the secondary schools; however, due to the current situation that the learners are going through, the researcher considers the possible benefits of oral reading to help the learners maximize the learning opportunities especially in English as a Second Language (ESL) subject area. Although reading aloud is a technique mostly done in primary school, related studies proved that this technique can also be effective in middle school particularly in the early secondary. If children read aloud with speed, accuracy, and proper expression, they are more likely to comprehend and remember the material than if they read with difficulty and in an inefficient way. Therefore, teachers should listen to their students read aloud to assess their progress in reading fluency (Rasinski 1991, as cited in Hudson, Lane & Pullen, 2005).

Ginsberg (n.d.) contends that repeated oral reading helps struggling readers develop reading comprehension skills and increase reading fluency and become



better readers. Oral reading provides benefits to struggling readers as it allows for self-monitoring or progress (Rasinski ,2012 as cited in Price et al, 2015).

Although there have been criticisms about reading aloud such as increasing the affective filter of the learner due anxiety and fear of committing mistakes, reading aloud has more benefits such as it helps with decoding skills, enables teachers to identify skills and problems, motivates students to read. Reading aloud is held to be a good indicator of overall reading competence (Kuhn et al, 2006 as cited in Warner, et al 2015). In addition, certain reading aloud techniques have been found to be successful as intervention strategies to learn to read (Rasinski and Hoffman, 2003 as cited in Warner et al 2015). RA is the most highly recommended activity for encouraging language and literacy (Beck and Mckeown 2001, as cited in Warner 2015). It develops the ability to read accurately, improves pronunciation, and trains learners to read fluently and confidently (Rhalmi, 2010).

(Price et al, 2015) conducted to 106 late elementary school students. They found that learners who were exposed to oral reading had a significantly increased comprehension than those who were exposed to silent reading.

This action research utilizes oral reading to assess fluency and literal level comprehension of Grade 7 struggling readers. The researcher conceptualizes this intervention in support of this year's *Brigada Pagbasa* in which the teacher plays the role of a volunteer-tutor to help the learners become functionally literate. Furthermore, the purpose of the intervention is to record the miscues, check fluency, and find how well the learners understand the passage read through asking five (5) literal comprehension questions to improve literacy level in ESL.

Researchers have found a strong connection between oral reading and comprehension. Fluency and prosody help learners in gaining understanding of what has been read. (Murgueittio, 2019). He defines reading fluency as the ability to read connected text fast, smoothly effortlessly and automatically with little conscious attention to the mechanics of reading.

Lack of fluency or reading accurately and slow decoding have a great impact on learners' reading comprehension (Hanafi, 2018). Comprehension is affected by lack of vocabulary, especially if learners are not exposed to academic English. Hudson, Lane & Pullen (2005) state that reading fluency is an essential skill. Research has clearly demonstrated the significance of fluency in the development of reading proficiency, and a variety of effective methods for assessment and instruction of reading fluency have been developed. Reading fluency has long been acknowledged as an essential skill that proficient readers need to have, and now is the time to focus attention on all areas to be developed—rate, accuracy, and prosody—for truly effective, comprehensive reading instruction for all learners.

Since the onset of COVID-19 pandemic, online platform has become an effective way of communication for varied reasons including learning, the researcher believes that through the conduct of virtual oral reading (VOR) intervention, the learners somehow can improve their oral fluency and reading comprehension skills while they cannot go to school to receive direct instruction from teachers.

The results of RIPPLES reading enhancement program at the end of the school year 2021-2022 revealed that out of one hundred twenty-seven (127)

readers, forty-five percent (45%) or fifty-eight (58) readers belonged to Frustration Level and all of them were Grade 7 learners. Generally, they committed reading miscues such as mispronunciation, omission, substitution, and many more. Moreover, learners did word-for-word reading, pointed at words while reading, not mindful of punctuation, and they read in monotone manner as observed while they were reading, hence this intervention.

## **II. Innovation, Intervention, and Strategy**

The world health crisis delimits teachers to deliver effective instruction through in-person sessions with learners. Although there are parents who allow their child to go to school and meet the teachers, there are still many who are hesitant to bring their child along with them to school when submitting outputs and receiving learning materials and instructions from the teachers.

### **A. Innovation**

Considering the threat of COVID-19 on health of learners without hampering their learning, teachers find ways of sustaining effective and meaningful instruction by innovative modalities just to make sure that learning still takes place despite the on-going health crisis. One way is through alternative modalities such as the use of online platforms. Meetings and learning sessions have become possible, likewise the doors to many learning opportunities have been opened and ways to acquire knowledge and skills have been upgraded including the conduct of reading sessions. Traditional face-to-face reading has been upgraded, too. To this date, online reading is so far the safest way to reach out to learners while still prioritizing

their health and safety to prevent the spread of the virus. Unfortunately, only those with strong and steady internet connection at home can join as this is the main requirement in the conduct of this action research. Truly, the pandemic has taught teachers to become more innovative in their teaching and at the same time discover the unlimited possibilities of enhancing the teaching-learning process.

## **B. Intervention**

The intervention in this action research focused on oral reading or reading aloud which was done virtually. This was called Virtual Oral Reading (VOR)-an online reading-aloud intervention activity conducted during the whole third quarter of school year 2022-2023. The main objective of this intervention was to help Grade 7 struggling readers improve their oral reading fluency and comprehension skills, at least in the literal level while studying at home under Blended Learning (BL) delivery modality or even limited face-to-face classes. Through this reading intervention, the learners had the opportunity to receive corrections and guidance from the teacher (Murgeuittio, 2019). Moreover, this was done to assess the reading proficiency of the learners.

However, due to time constraint, and the mode of delivery, this study focused on only two of the five components of reading instruction. The first component was fluency which focused on two of the three elements namely accuracy, and expression. To test for word reading accuracy, all miscues committed by each reader were recorded while reading the passage. These miscues were: mispronunciation, omission, substitution, insertion, repetition, and reversal. Now, to test for reading expression, the reader's behavior and manner of reading were also

recorded. The second component was comprehension but, it was only in the literal level to assess basic understanding of the content in a gradual manner for the purpose of retention and practice.

### **C. Strategy**

Prior to giving intervention to readers, the researcher sent parental consent to parents of identified participant readers. This letter, which also served as an agreement form about the intervention activity, was received and signed by the parents of the readers. The said document was retrieved by the researcher as proof of support and participation to the study. The parents and the readers were informed and oriented on details of the process of virtual oral reading, and they all agreed to the conditions stipulated in the said consent form.

Initially, each reader took the pretest in which the result was used by the researcher as baseline data. Then a total of thirty virtual oral reading sessions served as intervention to find out its effectiveness in helping the readers increase fluency and comprehension in the literal level. Each reader was asked to read twice the passage flashed on their cellphone or computer screen. While reading, the researcher recorded in the reading tool all the miscues committed. To assess his/her comprehension of the passage, the reader was asked to answer five questions on the literal level by choosing a letter from the four options. All the scores obtained were recorded and checked. Explicit instruction followed to make corrections of all the miscues committed and to discuss content with the reader. Feedbacking was also done during the discussion of the passage. The last part of the session was the

reading of the passage for the third time with expected fluency or accuracy. After the reader had completed all the thirty reading passages, he/she took the posttest.

### **III. Action Research Questions**

This action research studied the effectiveness of Virtual Oral Reading in helping improve fluency and literal comprehension skills of Grade 7 struggling readers.

Specifically, it sought to answer the following questions:

1. How does virtual oral reading improve fluency and literal comprehension skills of Grade 7 struggling readers?
2. How can accuracy, and expression in oral reading help in improving the literal comprehension skills of Grade 7 struggling readers?
3. What is the role of the teacher in the teaching-learning process with Virtual Oral Reading (VOR) intervention?

### **IV. Action Research Methods**

This part presents the discussion of the methods used by the researcher to determine the effectiveness of virtual oral reading intervention to improve the fluency and literal comprehension level of Grade 7 struggling learners of MNCHS.

#### **A. Participants and/or other Sources of Data and Information**

The participants in this study were ten (N=10) Grade 7 learners, six of whom were male and four were female as shown in Table 1. These learners were in the regular age range between 12-13 years old.

**TABLE 1**  
**Participants Profile**

<b>Grade &amp;Section</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Grade 7-Makakalikasan	0	1	1
Grade 7- Magiliw	2	3	5
Grade 7- Magiting	4	0	4
Total	6	4	10

Four learners were classified as nonreaders while the other six were also struggling with decoding and comprehension. Thus, they were considered struggling readers as Flippo (2014) states that struggling learners are those who have fluency and comprehension difficulties. Fluency means the ability to read easily and accurately. He adds that struggling readers are under frustration reading level, the level at which the reader finds the reading material too difficult. Moreover, the participants came from three different sections namely Grade 7 *Makakalikasan, Magiliw, and Magiting*.

However, this action research was limited only to those learners with regular internet connection at home, for this requirement was the only way through which the researcher and the readers would be able to meet virtually and conduct the series of reading aloud sessions for three months. Hence, it was called virtual oral reading. This restricted most of the learners who could have joined but failed to join due to absence of internet at home.

The thirty reading passages or texts used in the conduct of the virtual oral reading intervention were selected narrative and expository passages of suitable length taken from the learner's materials (LM) for Grade 7. Other passages were from the revised Phil-IRI Manual of 2018. Narrative texts were localized, contextualized settings and characters and events focused on Philippine literature while expository passages purely presented facts and concepts about topics which were suitable for Grade 7 learners. These reading passages were graded, which means that, for the initial reading sessions, participants were given passages that were suitable for grade 5 learners. Then as the sessions progressed, passages were increasing in level of difficulty such as for Grade 6 and for Grade 7. Likewise, the number and type of words varied in the graded passages.

## **B. Data Gathering Methods**

This action research was conducted through an online platform. As the title denotes, the main requirement was a synchronous, uninterrupted, and strong internet connection. To ensure regularity of attendance of readers, approved parental consent had been sent to and approved by parents or guardian before the reading session started.

Data were gathered through one-one-one oral reading of passages virtually between the teacher-researcher and the reader. Oral reading sessions were held after classes, normally from six-thirty in the evening until eight-thirty. Also, during holidays and when there was suspension of classes, readers were contacted to have reading sessions. Unfortunately, online reading sessions



were most often interrupted due to frequent power outages in Masbate City as well as the absence of internet connectivity. Virtual Oral reading session was conducted through a real time google meet with which the reader joined through a link.

As mentioned, the process of oral reading was done by asking the reader to read aloud the passage flashed on the screen for the first time. During the reading (by the reader), the researcher listened carefully and recorded in the reading tool form every miscue committed. Then the reader read the passage for the second time while the researcher recorded additional miscues. After recording the miscues, each reader was asked to answer the five (5) questions with four options marked A, B, C, and D. The questions were in the literal level, meaning all the answers were explicitly stated in the passage. They chose a letter of their answer, and all their responses were given corresponding percentages and then were recorded in the reading tool. During the checking of answers, the teacher gave instruction and corrected all the miscues and did a brief explicit discussion of content for mastery. The final part of the session was reading of the discussed same passage for the third time as corrected. At this time, the learner was expected to read with fluency and comprehension of the passage in the knowledge level. Once finished, the participant was requested to leave the meeting to allow the next reader to open the same link and join the meeting. The same process applied to all the participants until the last reading session.

To mark the score miscues and to compute for word reading level, all miscues were recorded in the reading tool form. These miscues were: mispronunciation, omission, substitution, insertion, repetition, and transposition. Every miscue was counted as one error. To compute for accuracy, oral reading score was computed applying the given formula as illustrated: Number of words minus number of miscues divided by the number of words multiplied by 100.

<b>Oral Reading Score:</b> $\frac{\text{Number of words} - \text{number of miscues}}{\text{Number of Words}} \times 100$
--

Meanwhile, to compute the reader's comprehension of the passage, the responses in the five-item questions were recorded and computed using the formula illustrated: Number of correct responses was divided by 5 (total number of questions multiplied by 100).

<b>Comprehension:</b> $\frac{\text{Number of correct answers}}{\text{Number of Questions}} \times 100$
Percentage Score; 1=20    2=40    3=60    4=80    5=100

The reading proficiency of the reader was determined by following the set of criteria of Phil-IRI for Oral Reading Profile as shown in the table.

**TABLE 2**

**Phil-IRI Oral Reading Profile**

Oral Reading Level	Word Reading Score (%)	Comprehension Score (%)
Independent	97-100%	80-100%
Instructional	90-96%	59-79%
Frustration	89% and below	58% and below

The above set of criteria was used in pretest and posttest scores as well as in every passage read by the readers. Thirty (30) passages were read by each participant. These passages were narratives and expository type and were of varied yet suitable length for Grade 7 readers.

Following the Phil-IRI formula guide, two computations were performed; the first was the oral reading score and the second was the comprehension score. Table 4 and Figure 1 (graphical presentation) showed the summarized results of the pretest and posttest in word reading and comprehension check administered to the 10 participants and their corresponding level of reading proficiency. The results clearly proved how VOR intervention helped improve the oral reading and comprehension skills of the Grade 7 struggling readers.

The researcher also used the qualitative method by examining the miscues that were often committed. Moreover, the behavior of the readers while reading and their manner of reading were also recorded to find out which of those were mostly committed. She used the Phil-IRI observation checklist such as does word-by-word reading, lacks expression, voice was hardly audible, disregards punctuation, does little analysis, can hardly read words, and reads very slowly. Finally, she asked the readers about how they thought the VOR had helped them in improving their reading proficiency. Parents also expressed their personal positive feedback about this study.

## **V. Discussion of Results and Reflection**

### **1. Improved Virtual Oral Reading Fluency and Literal Comprehension Skills of Grade 7 Struggling Readers**

The data presented in this section were gathered through the conduct of virtual oral reading intervention for the ten (10) Grade 7 participants. The sessions started on the second week of January 2023. Some started late due to internet connectivity problems; besides, there were frequent power interruptions during this month as well as in the succeeding months. To catch up with the missed sessions, there were times when a reader read two to three passages every session to take advantage of the availability of internet connection. The online oral reading intervention was completed including the posttest during the last week of April. The cause of delay was either weak internet connection/disconnection or absence of electricity in the reader's or researcher's area.

Each reader took a pretest before the intervention was given. All the correct answers obtained by each reader were given corresponding points and equivalent average scores. In the same manner, all miscues and the number of times committed were also recorded in the same reading tool. The rating was computed following the prescribed Phil-IRI formula illustrated on the previous pages of this study.

**TABLE 3****Pretest Oral Reading Fluency and Comprehension Level**

Learner #	Pre-Test Oral Word Reading		Pre-Test Comprehension		Reading Level
	Ave. score	Level	Ave. Score	Level	
1	64.7	Frustration	20	Frustration	Frustration
2	95.4	Instructional	60	Instructional	Instructional
3	90.8	Instructional	40	Frustration	Frustration
4	90.8	Instructional	40	Frustration	Frustration
5	75.8	Frustration	20	Frustration	Frustration
6	83.0	Frustration	20	Frustration	Frustration
7	60.8	Frustration	20	Frustration	Frustration
8	79.1	Frustration	20	Frustration	Frustration
9	82.4	Frustration	40	Frustration	Frustration
10	86.3	Frustration	60	Instructional	Frustration

Table 3 shows the results of pretest for word reading and literal comprehension skills level. For fluency skills, only Learner 2 reached Instructional level with an average score of 95.4%. The rest received a descriptive rating of frustration with Learner 7 got the lowest average score of 60.8%. Only 1 out of 10 readers got an instructional level of proficiency for comprehension while the rest were under frustration level in which 5 readers obtained the lowest average score of 20% equivalent to 1 point out of 5 points while 3 got 40% equivalent to 2 points.

To answer the first question on how Virtual Oral Reading (VOR) improved fluency and literal comprehension skills of Grade 7 struggling readers, the researcher recorded all the gathered data and computed the scores obtained by the readers in 30 passages. This was the intervention made in between the initial and final assessments (pre- and post-Tests). However, for the purpose of determining the effectiveness of virtual oral reading (VOR) an intervention in improving the fluency

and literal level of comprehension of the 10 participants, only the results of the posttest were presented in comparison with the results in the pretest as shown in Table 3.

**TABLE 4**  
**Posttest Oral Reading Fluency and Comprehension Level**

Learner #	Post-Test Oral Word Reading (Fluency)		Post-Test Reading Comprehension		Reading Proficiency LEVEL
	Ave. score	Level	Ave. score	Level	
1	91.4	Instructional	100	Independent	Instructional
2	98.1	Independent	100	Independent	Independent
3	97.5	Instructional	60	Instructional	Instructional
4	98.8	Independent	80	Independent	Independent
5	92.6	Instructional	80	Independent	Instructional
6	95.6	Instructional	60	Instructional	Instructional
7	91.4	Instructional	60	Instructional	Instructional
8	93.8	Instructional	80	Independent	Instructional
9	95.7	Instructional	80	Independent	Instructional
N=10	98.2	Independent	80	Independent	Independent

Table 4 presented the posttest results for both oral reading or fluency and comprehension in the literal level. They were computed using the Phil-IRI suggested formula for computing oral reading score and reading comprehension score.

The results showed that 70% or 7 out of 10 readers improved their reading level both in fluency and comprehension. Learner 4 got the highest rank with an average of 98.8. Learners 10 and 2 were next in the rank. They were fluent readers who could read on their own with minimal miscues. On the other end, Learners 1 and 7 were in the same rank. The rest of the readers still needed more reading drills under the supervision and instruction of a knowledgeable peer or adult while reading.



**FIGURE 1**

### **Posttest Oral Reading Fluency and Comprehension Reading Level**

To get a clearer understanding of the data, figure 1 is a graphical presentation of the results of increase in both fluency and comprehension obtained by each learner after the virtual oral reading intervention was conducted.

For reading comprehension responses in the pretest, results showed that only 30% or 3 out of 10 readers were under instructional level while 70% or 7 out of 10 got a frustration level. During the conduct of intervention, the researcher observed that readers did not give time for analysis of the passage content before choosing a letter for a response. Learners 1 and 2 were equally good since they were able to answer all the 5 questions in the knowledge or literal level with both 100 average score. However, after undergoing the oral reading intervention, the posttest results showed a remarkable improvement in the reading proficiency of the learners. Three

readers marked an increase from instructional to independent level while seven of them are now in instructional level.

## 2. How Accuracy and Expression in Oral Reading Helped in Improving the Literal Comprehension Skills of Grade 7 Struggling Readers

To establish a basis for comparison and to know the current word reading level of the readers an oral reading pretest was given before the virtual oral reading intervention was given, and the posttest was administered.

**TABLE 5**  
**Miscues Committed in Pretest**

Learner # Types of Miscue	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10
1. Mispronunciation	36	7	7	4	17	12	30	16	12	5
2. Omission	8	7	4	6	15	5	20	10	7	9
3. Substitution	3	0	0	0	2	3	2	2	3	2
4. Insertion	4	0	0	2	1	3	2	2	2	3
5. Repetition	3	0	3	2	2	3	3	2	3	2
6.Reversal	0	0	0	0	0	0	1	0	0	0
Others: can't read word	2	0	3	2	3	0	2	0	0	0
Total no. of Miscues	56	14	14	16	37	26	60	32	27	21

Table 5 is the summary of the results of the miscues committed during the pretest. The most common reading errors committed by the participants were mispronunciation of letters or words. Most of them were not focusing on the sounds that made up the words that they were reading which resulted in mispronounced words in the reading passages. Majority of the readers could not distinguish critical vowel sounds such as the long and short [ i ], long and short [u], the variants of [a]



and [e], the schwa sound [ə], and the glottal sound [ʔ]. For consonants, the readers also had difficulty in producing the sounds of [f], [v], soft and hard [th], variants of s like [s] and [z] and d like [d], [t], and [ɪd], c like [s] and [k] and clusters. Lastly, almost all readers were unaware of silent phonemes in words such as s in island, w in wrap and others resulting in mispronunciation. They also had a problem with word stress, intonation, and juncture. Nevertheless, regional, or dialectal accent was not counted as error. Learner 1 got the greatest number of mispronounced words followed by Learner 7. Learners 2 and 3 had both 14 miscue errors, which were the least in number.

The next miscue with a high number of errors committed was omission or deletion of letters mostly in the final position such as the -s, es, -d,-ed,-ing, and even some words. Readers would skip or miss words out of hurry or excitement to read the next words in the sentence missing a word in between the word being read and the word that followed. Another miscue in oral reading was insertion. Some readers would add a letter or a word to the passage that they were reading. There were a few cases of repetition, too. In terms of substitution, many read *we* instead of *way*, *his* instead of *her*, *laying* for *lying*, *stab* for *stove*, *pat* for *pot*, and others. A few cases of reversal were also recorded such as *from* was read as *form*, *ask* became *aks*, *on* was read as 'no' and many more. Learner 7 had the greatest number of miscues with 60 followed by Learner 1 with 56. Both also seemed dyslexic. They would tend to read a word in a backward direction, meaning from right to left. Learners 2 and 3 had the least number of miscues in the pretest. Besides that, there were also a few words

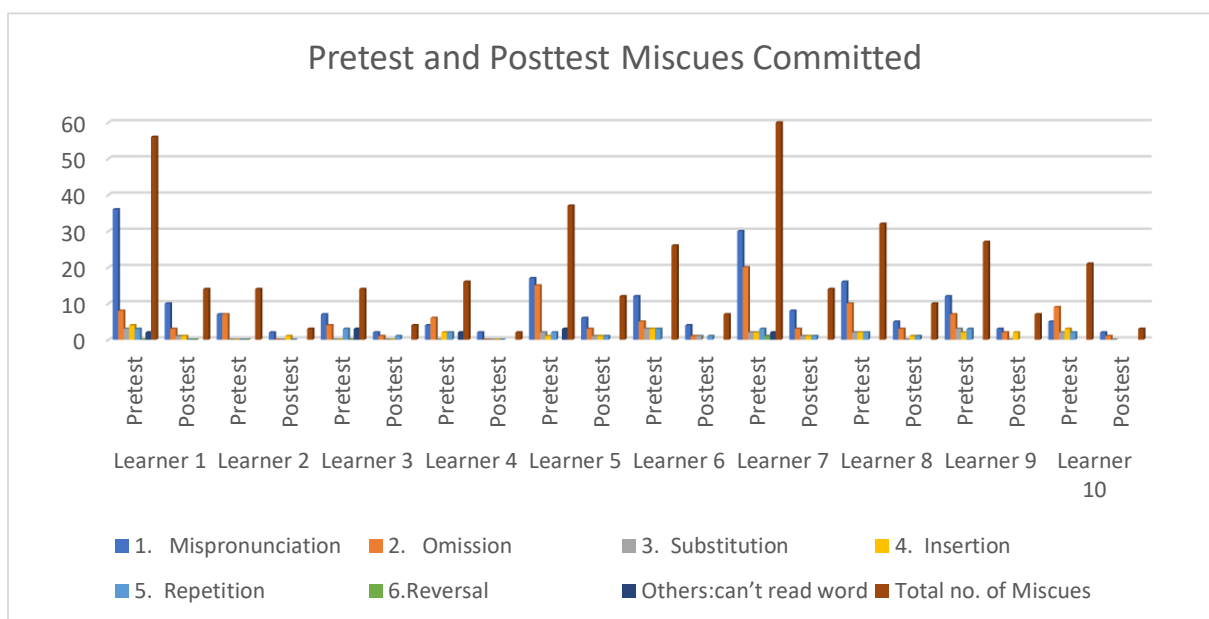
which they could not read at all. The researcher had to read the words for them then, they would be asked to repeat a few times.

Table 5 and Table 6 showed the comparison between the results of pretest and posttest miscues committed by the readers with virtual oral reading intervention (VOR) in between.

**TABLE 6**  
**Miscues Committed in Posttest**

<div style="text-align: right;">Learner #</div> <div style="text-align: left;">Types of Miscue</div>	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10
1. Mispronunciation	10	2	2	2	6	4	8	5	3	2
2. Omission	3	0	1	0	3	1	3	3	2	1
3. Substitution	1	0	0	0	1	1	1	0	0	0
4. Insertion	1	1	0	0	1	0	1	1	2	0
5. Repetition	0	0	1	0	1	1	1	1	0	0
6. Reversal	0	0	0	0	0	0	0	0	0	0
Others: Can't read word	0	0	0	0	0	0	0	0	0	0
Total Miscues	14	3	4	2	12	7	14	10	7	3

However, after the intervention had been completed, all the learners showed significant improvement in their behavior and manner of reading. These details answered the second question on how fluency (accuracy and behavior in reading) contributed to the improvement of comprehension skills of the learners. The more they became fluent readers, the greater was the opportunity for them to understand what they read and answer the questions in the mastery level correctly.



**FIGURE 2**

### **Pretest and Posttest Miscues Committed**

The graph shown in figure 2 was the summary results for miscues committed when the pretest and posttest were given as presented in Tables 3 and 4.

Aside from the miscues committed, learner's behavior or manner of reading was also observed because it was also a contributing factor in achieving fluency in oral reading. These included: word-by-word reading, expression, inaudible voice, punctuation, methods of analysis, slow reading, and the cases of inability to read certain words. These were all observed and recorded during the oral reading sessions.

**TABLE 7****Learner's Behavior and Manner while Reading (Pretest)**

Learner # Behavior (while reading)	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10	Total
1. Does word-by-word-reading	/				/	/	/	/			4
2. Lacks expression	/	/	/	/	/	/	/	/	/	/	10
3. Voice is hardly audible	/			/	/	/	/	/			6
4. Disregards punctuation	/	/	/	/	/		/	/	/	/	9
5. Employs little or no method of analysis	/	/	/	/	/	/	/	/	/	/	10
6. Others: Reads very slowly	/				/			/			3
Total no. of misbehavior	6	3	3	4	6	4	5	6	3	3	

Table 7 shows the summary of learner's behavior while reading in the pretest. Among the five indicators, lack expression and little or no method of analysis were on the top rank. Disregard punctuation was the second most observed manner of reading. Learners 1, 5, and 8 had the same number of reading misbehavior. Learners 1,5,6,7, and 8 did the reading of each passage word for word while Learners 2,4,8, and 10 read in a more advanced rate or speed, but they would still have 'slip-of-the-tongue' tendencies skipping some letters and words and inserting the same within the lines in the passage just like the first group of struggling readers. Nine often disregarded punctuation while reading. They would not stop at a period (.) or pause at a comma (,) nor did they vary intonation at a question (?) or exclamation mark (!).

Learners 1,5,6,7, and 8 had a very soft voice. When reading, they would often be asked to read aloud, and their manner of reading continued in almost all sessions despite being constantly requested to increase the volume of their voice. On the contrary, Learners 2,3,9, and 10 had an audible reading voice.

The manner or behavior demonstrated by the readers while reading a passage would have impact on understanding the content of the text read.

**TABLE 8**

**Learner's Behavior and Manner while Reading (Posttest)**

<div style="text-align: center;">Learner #</div> Behavior (while reading)	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10	Total
1. Does word-by-word-reading	/				/		/	/			4
2. Lacks expression	/	/	/	/	/	/	/	/	/	/	10
3. Voice is hardly audible	/				/	/	/	/			5
4. Disregards punctuation											0
5. Employs little or no method of analysis		/	/			/		/			4
Others: Reads very slowly	/						/				2
Total no. of misbehavior	4	2	2	1	3	3	3	4	1	1	

In the posttest, there was a marked improvement in the behavior and manner of reading by the participants. Although there was no change in terms of lack of expression when reading, the rest of the indicators showed minimal observation.

### **3. Role of the Teacher in the Teaching-Learning Process with Virtual Oral (VOR) Intervention**

Conducting the virtual oral reading was very challenging and arduous for both the participants and the teacher, and the latter played a vital role during the entire process. To mention a few, the researcher considered the reader's access to technology and its application or use as well as the internet connectivity. She had to convince her learners and parents (when possible) that it was necessary to adapt to the challenges of new environment through the use of technology. To do this, she had to stretch out her patience, kindness and consideration to the readers and parents as to when they would be ready and available. Moreover, she could neither demand too much from them in terms of a fixed schedule to read nor could she insist the reader to reconnect when he/she had suddenly lost connection. Sadly, this happened all the time. Another one, the teacher had to be more understanding of the participants (including the more knowledgeable members of the household) the limited knowledge on the application of technology had somehow caused temporary stress on the part of the readers and the parents during the onset of the reading sessions. With patience and understanding by the teacher, however, the discomfort had been gradually overcome as the sessions progressed and until they had fully mastered the step-by-step- procedure of opening the link, focusing on the camera, doing the reading session online with a teacher, answering questions, and leaving the meeting. Real time experience of hands-on technology was indeed a great learning not only for the readers and parents but also for the researcher. Last and the most important of all was the understanding about the emotional and mental condition

of the readers and other circumstances that might be going on within the household during the reading session. In all these happenings, the teacher should be there, assisting, guiding, leading, facilitating the readers and the parents, and making them feel her presence from the beginning until the last day of the session. Having experienced all these, the researcher realized her role as a virtual reading teacher was not limited to merely reading and giving explicit instruction but also to strengthening their relationships as reading and learning partners.

### **Reflection**

Addressing oral reading miscues should be one of the top priorities of every English language teacher to help struggling readers learn the fundamentals of decoding which is a key to improve fluency and eventually lead to comprehension of content. Furthermore, English as a Second language (ESL) teachers should integrate drills on increasing phonemic awareness and decoding skills in their everyday instruction.

Although improvement in the participants reading and comprehension levels was very evident as shown in the posttest result, the gain was not considered by the researcher to be sufficient since there was a possibility that the readers might have just guessed the correct answer among the given options. Still better, the readers need regular reading session/s with the supervision of a teacher or with a knowledgeable peer or adult to continuously improve their reading fluency and reading proficiency. Struggling readers should be encouraged to practice oral

reading regularly for them to acquire good quality reading skills and to better understand what they read.

After the reading intervention had been completed and the posttest had been taken by the readers, the researcher asked some parents about their thoughts on the conduct of virtual oral reading as an intervention. When asked about how online oral reading helped them. Their answers included:

- *Virtual Oral Reading helped my child learn more how to read correctly in English.*
- *Even if my child was at home his teacher could still teach him how to read.*
- *He also learned to understand better what he was reading.*
- *My child read more accurately.*
- *I was so thankful that my child was chosen to participate in online reading. His manner of reading improved a lot.*
- *There was a remarkable change in the manner that my child read.*

Most participants also shared the same thoughts. They said that their reading fluency and comprehension skills improved after they had undergone virtual oral reading intervention. This answered the third question besides the results of the intervention analysis and evaluation.

When asked about the problems they encountered during the conduct of the VOR, the parents and the learners had the same response. They said:

- It was often brown out in our area. We could not connect right away.
- No internet or very weak signal due to power interruptions.
- There was a time our internet got disconnected due to late payment made



- Sometimes I was not at home. I stayed with my lola and lolo's house on weekends

and during holidays. They did not have internet connectivity in their house.

These were the same problems encountered by the researcher—no internet, weak or poor signal, and frequent power interruptions in Masbate City. When asked about what they felt while they were being asked to read, they said that they were often very nervous because they might make mistakes while reading and get scolded. They added that it was their first time to experience reading online, so they did not know what to do at the start of the session. They could not operate a cellphone or laptop alone. They needed the assistance of their siblings, or they would ask somebody to connect for them because their parents also didn't know how to join in the meeting through a link. But as days went on, they said that they had learned to get accustomed to reading virtually and to connecting easily.

To sum up, despite all the challenges that were experienced by the readers and their parents, the researcher still considered the countless benefits of virtual oral reading as an effective intervention to help struggling readers become fluent readers and make them grade ready.

## **VI. Advocacy, Utilization, and Dissemination**

### **A. Pre-Implementation**

Upon receipt of the copy of the conducted action research, the researcher asked approval from the SDO English Supervisor and the Chief of Curriculum Implementation (CID) Masbate City for its implementation in the MNCHS English Department specifically for Grade 7.

The researcher then requested for the conduct of Learning Action Cell (LACs) or Focus Group Discussion (FGDs) sessions for the English teachers to formally disseminate the results of the action research which would be implemented not only for Grade 7 struggling readers but also for other grade levels with learners who had difficulty in understanding what they read.

A school research proposal was submitted to the School Assistant Principal for endorsement to the School Research Committee which was further scrutinized, reviewed, and approved for implementation in the school.

As approved, the action research proposal was forwarded to the SDO Curriculum Implementation Division (CID) for recording and as reference for monitoring and evaluation. Then the copy of AR was forwarded to the regional office for final approval.

## **B. Implementation**

As approved, the researcher conducted a one-day LAC or FGD session for all Grade 7 English teachers to discuss with them the results of the conducted action research. This was scheduled before the opening or during the first month after the opening of classes for the school year 2023-2024. For the preliminary activities, she presented the background of the study including all the preparations made along with the process that the study had gone through before it was finally approved for implementation under for BERF by the school, division, and regional research committees.

Then she discussed with the teachers and the department head the whole procedure of how she conducted this intervention-- virtual oral reading for struggling

readers. She presented sample reading materials and the tool used. Then, she did a simulation of the actual reading session. She also showed a recorded virtual oral reading session with a struggling reader. Furthermore, she showed a graphical presentation of the results and how it helped improve the performance of the participants in oral reading. she shared her experiences and knowledge gained including the challenges that she had encountered while conducting the study considering that it required internet connectivity which had been a perennial problem of most students, teachers, and all other internet users in the whole Masbate locality besides frequent power interruptions.

The last part of the LAC session was utilized for brainstorming. She asked her colleagues and the department head for suggestions, comments on how the study could still be improved. Together, they looked at the possibilities of its implementation even in the higher grades. Then she gave her recommendations.

### **C. Post-Implementation**

Upon completion, the researcher submitted to the division and regional offices copies together with other related reports as required.

Furthermore, she continued to review the conducted action research for the possibility of recommending it for implementation in other learning areas particularly in Filipino.

#### **1. Training Design**

Following the completion of this action research, the proponent shared the findings to Grade 7 English teachers. As stated in the training design, the

proponent conducted a 1- Day LAC or FGD Session. The table below shows the program activities of the orientation.

The proponent participated in or organized other measures of dissemination and utilization as directed by the Schools Division Office of Masbate City. The proponent's main goal is for the results of this action research used as a foundation for planning and policy making in the field of teaching and learning process during this pandemic.

**TABLE 9**  
**Schedule of LAC /FGD Session**

<b>Time</b>	<b>Activities</b>
Morning	
8:00- 8:30	Registration
8:30- 9:00	Opening Program
9:00- 12:00	Pre-implementation and Implementation Stages
12:00- 1:00	Lunch Break
Afternoon	
1:00- 4:30	Results and Findings
4:30- 5:00	Closing Program

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## VIII. FINANCIAL REPORT

**TABLE 10**

### **Cost Estimates**

ACTIVITY	CASH OUT	BALANCE
1.Crafting and preparation of action research proposal	2,000	13,000
2.Travel to ROV for the submission of research proposal for evaluation	3,000	10,000
2. Purchase of printing materials	2,000	8,000
3. Payment for internet bill for three months during the actual conduct of action research	5,200	2,800
4. Travel to ROV for the submission of the completed action research for approval	2,500	300
5. Other expenses incurred	300	0.00

**TABLE 11**

### **BERF Financial Report**

ACTIVITY	CASH OUT	BALANCE
<b>BASIC EDUCATION RESEARCH FUND (BERF) FACILITY GRANT</b>		Php 15, 000
1. Crafting and printing of research proposal and legal documentation	Php 1,500	Php 13, 500
2. Preparation, and printing of reading tools, passages, and other materials	Php 1,500	Php 12, 000
3. Internet fee for the actual conduct of virtual oral reading intervention for 4 months	Php 5,200	Php 6,800
4. Fare and communication expenses	Php 1000	Php 5,800
5. Completion of Action Research	Php 800	Php 5,000
6. Travel expenses to ROV for the submission of completed action research	Php 4,000	Php 1,000
7. Other Incidental expenses	Php 1,000	0