
Improving the Oral Reading Performance of Grade 2 Learners in English Using Fluency Lessons

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ABSTRACT

Reading is one of the indicators that assures success in life. The basic goal to attain reading success is oral reading fluency. In line with this, the study developed and assessed the effectiveness of Fluency Lessons in improving the oral reading performance of Grade 2 learners. In preparing these lessons, the developmental method was used. The research subjects in this study were the 34 second graders of Baybay Elementary School in Binmaley I District. To analyze the data, the statistical tools used were frequency counts, percentages, and weighted means. Based on the pretest findings, the majority of the Grade 2 learners at Baybay Elementary School had low oral reading performance. They needed a fluency development intervention to reinforce or enhance their reading skills and attain oral reading fluency in English. The reading activities developed and implemented to address their needs included choral reading, cooperative reading, echo reading, paired reading, model reading, and repeated reading. Based on the post-test findings, there is an improved level of oral reading performance of the Grade II learners. The fluency lessons are effective as an intervention strategy for addressing the needs of Grade II learners and enhancing their performance in oral reading.

Keywords: oral reading fluency, Fluency Lessons, reading activities, intervention strategy.

INTRODUCTION

Reading is one of the Department of Education's main pursuits. To strengthen the department's campaign for reading proficiency among learners, it developed the program Hamon: Bawat Bata Bumabasa to intensify its campaign. The pandemic worsened reading problems. Most children were stuck for two years since face-to-face classes were not encouraged and virtual classes, a new avenue, were introduced and utilized for learning. When face-to-face classes were resumed, a new normal was instituted in every educational system but the problem of reading became worse.

Students who do not develop reading fluency by third grade normally struggle with reading throughout their lives (National Reading Panel, 2000). If a child in a modern society

like ours does not learn to read, he doesn't make it in life (Margolis, 2004).

Based on the Functional Literacy Assessment Tool (FLAT) results, there are 34 readers in Grade 2-A, 24 learners fell under paragraph level, and 10 belonged to word level. These learners need an intervention to develop fluency, which is an important component of the reading process. Decoding words is the first step to understanding the text. Over the past decades, determining the most appropriate and effective measures for teaching children to read has continued to challenge every teacher and researcher in the field of oral reading fluency. The proposal implemented Fluency Lessons, which are standardized oral reading activities. Philippines Informal Reading Inventory (Phil-IRI) reading materials are used to implement various oral reading activities. The passages are designed for grade 2. The readability level of the Phil-IRI selections was adjusted and re-validated to ensure that the levels are suitable for the grade levels to which they are assigned.

With the approved proposal, Fluency Lessons became the basis of the school's program to enhance oral reading fluency across all grade levels, thereby serving as an avenue for text decoding and comprehension. These are considered two critical tasks that the students are required to accomplish in reading.

Fluency Lessons are standardized oral reading activities that are extensively explored and reviewed and are globally adopted or widely used. These are choral reading, cooperative reading, model reading, and paired reading. The materials to be used are Phil-IRI reading materials designed for grade II learners. The assessment to be used before and after the intervention strategy to determine the learner's oral reading fluency level is the Phil-IRI assessment tool.

Statement of the Problem

This study aimed to improve the oral reading performance of Grade 2 learners in English at Baybay Elementary School, District of Binmaley I, using Fluency Lessons.

Specifically, it aimed to answer the following questions:

1. What is the level of oral reading performance of the Grade 2 learners in English before the intervention?
2. What is the level of oral reading performance of the Grade 2 learners in English after the intervention?
3. What significant difference exists between the levels of oral reading performance of Grade 2 learners in English before and after the intervention?

Scope and Delimitation

The study was concerned with the implementation of Fluency Lessons in English to develop the oral reading performance of Grade 2 learners at Baybay Elementary School. The preparation of this study was based on the pretest conducted among the pupils, and its results showed their needs in oral reading.

The subjects of the research were the Grade 2-A pupils whose pretest results in oral reading fluency were analyzed.

This problem concerns only three factors among the eight oral reading fluency growth measures. The three factors are fluency rate, accuracy, and the combination of stress and pronunciation, prosody.

Review of Related Literature

Over the past several decades, determining the most appropriate and effective measures for teaching children to read has continued to challenge every teacher and researcher in the field of oral reading fluency.

Reading fluency involves rapid, efficient, accurate word recognition that allows readers to read smoothly and easily, with expression and understanding. Fluent reading flows rather than sounding halting or choppy (Pikulski & Chard, 2003; Blau, 2000, as cited in Clark, 2009). In a similar vein, the National Reading Panel defined reading fluency as "the ability to read text quickly, accurately, and with proper expression" (NICHD, 2000, p. 3-5 in Pikulski & Chard, 2005 as cited in Andrehsen, 2010). The Panel also identified fluency as a key ingredient in successful reading instruction (as cited in Creydt, 2006).

Reading requires readers to accomplish at least two critical tasks: they must decode words and comprehend the text (Griffith & Rasinski, 2004, as cited in Creydt, 2007). If a reader has not develop fluency, the process of decoding drains attention and insufficient attention is available for constructing the meaning of texts (Pikulski, 2005, p. 517 as cited in Andrehsen, 2010).

One goal of oral reading fluency is to develop word decoding to the point where it is an automatic skill that requires minimal student effort to succeed. When decoding and other basic reading skills are automatic, readers can devote more attention to deeper reading skills, such as comprehension (Creydt, 2006). The National Reading Panel Report (2000) provided conclusive research indicating that reading fluency was an important component of the reading process and that it was essential to teach it to developing readers (cited in Clark, 2009).

The known components of fluency are accuracy, which is also known as automaticity, rate, and prosody. Accuracy refers to the person's ability to read words in text, while rate is the speed at which a person reads (Laberge & Samuels, 1974). Automaticity refers to "knowing how to do something as well, you don't have to think about it" (Blau, 2001).

Fluency is important because it provides a bridge between word recognition and comprehension (Reading Links, 2002 p. 9). Fluency doesn't ensure comprehension, but comprehension is difficult without fluency.

Focus on fluency in the elementary years is important to the development of reading ability in young children. Fluency also has the greatest impact on reading comprehension. Children with high fluency rates tend to read more and remember more of what they read because they are able to spend less cognitive energy on decoding individual words and integrating new information from texts into their knowledge banks (Tieney, Readence, and Dishner, in *Reading Strategies and Practices*, Allyn & Bacon, 1990).

Traditional definitions of reading fluency have focused on the speed and accuracy of reading printed text, whereas current definitions often include comprehension as a component of fluency (Rasinski, 2006, as cited in Osborn, 2007). Rasinski (2006) ... offered three suggestions concerning the nature of reading fluency; prosody, automaticity, and comprehension. Others have suggested that prosody is an essential element of fluency (Rasinski, 2006; Kuhn, 2005; Cunningham, 2005, as cited in Osborn, 2007).

To measure pupils' oral reading speed, researchers have developed a simple, very brief procedure that uses regular classroom texts to determine the number of words students can read correctly in one minute. To obtain a words-correct-per-minute (WCPM) score, students are assessed individually as they read aloud for one minute from an unpractised passage of text (Hasbrouck, 2006).

To measure the accuracy fluency rate, determine the total number of words read correctly, and divide that number by the total number of words in the passage read.

In Schneider and Reed's study (as cited in Griffith and Rasinski, 2004), it was noted that a second goal of reading fluency is the role of prosodic or expressive reading. Fluent readers not only are appropriately fast, but also read with good phrasing and expressions; they are able to express or embed meaning into the text through their oral interpretation of the passage (Griffith and Rasinski, 2004 as cited in Creydt, 2006). Rasinski (2006) and others have suggested that prosody is an essential element of fluency (Kuhn, 2005; Cunningham, 2005, as cited in Osborne, 2007).

Laberge and Samuels defined prosody as a collection of spoken-language features, including stress and emphasis, pitch variations, intonation, reading rate, and pausing (Osborne, Lehr, & Hiebert, 2003). In the same vein, the National Reading Panel (2000) defined prosody as stress, intonation, and pauses. It is commonly known as "reading with feeling."

Clark (2008) cited, "just as children and adults love to watch favorite movies over and over, readers of all ages have books, or sections of books, that they enjoy reading, and rereading, time and time again" (Dowhower, 1994, p.354). Since the 1970s, scholars and researchers have collected data supporting the concept that multiple readings of connected text enhance the reading skills of both learning-disabled and regular students (Clark, 2008). According to Blevins (2001), the average child needs 4-14 exposures to a new word to

recognize it automatically. Children with reading difficulties need 40 or more exposures to a new word. In a similar vein, Clark (2009) cited, "in order for students to make adequate progress in reading beyond the initial stages, they needed to be given sufficient opportunities to practice reading in a variety of text styles (NICHD, 2000).

Repeated reading can be a powerful tool, as much is gained from reading a selection more than once. Employing repeated reading on a regular basis in a variety of formats could impact word recognition, reading fluency, and comprehension (Rasinski, 2003 as cited in Clark, 2009). In a study conducted by Kuhn, Stahl, Meyer, Felton, and NICHD (as cited in Hudson, Lane, and Pullen, 2005, and Croydt, 2006), it was concluded that repeated reading emphasizes practice as a way of working on all of the areas of reading fluency, accuracy, rate and prosody, and is one of the most studied methods for increasing reading fluency. Because of the strong evidence of the effectiveness of repeated reading, this procedure, in its many variations, should be woven into the very fabric of daily literary instruction. According to Pikulski and Chard (2003), "repeated oral reading was the most frequently documented approach to improving fluency, with improved outcomes for young students up through college-age students" (cited in Clark, 2009).

Oral repeated reading approaches helped bridge phrasing in oral speech to phrasing in written text. This led to fluency not just in decoding but also in meaningful phrasing (Rasinski, 2003, as cited in Clark, 2009). In a similar vein, Dowhower (1994, as cited in Clark, 2008) stated, "repeated readings of whole text also help readers more easily learn new sight words in context rather than practicing the same words in isolation. Blau (2000, as cited in Clark, 2009) supported the idea, stating, "when students were given the time to practice reading, they began to read with ease and confidence, and their accuracy and understanding escalated.

The common qualities that most repeated reading strategies shared were: using independent level text selected by the teacher or student; teacher modelling fluent reading by reading by reading passages aloud several times while students followed and listened with their own copies; engaging students in repeated reading activities until greater accuracy and speed were achieved while providing feedback to each student (Blau, 2000; Fluency Strategies, 2001 as cited in Clark, 2009). Among the most popular procedures that fell within the realm of guided repeated oral reading practices were choral reading, echo reading, paired reading, and repeated reading.

Echo Reading. Echo reading involved the teacher and student sitting side-by-side. The teacher read aloud a sentence, paragraph, or page, and pointed to every word, while the student listened and watched. The student then read the same passage aloud while the teacher or another student pointed to each word. Finally, the student read the passage independently while pointing to each word. Any of these steps could be repeated until the student could read the passage fluently. This procedure would be continued until the entire selection was practiced or time was up (Rasinski, 2003; Improving Fluency in Young Readers, 2008, as cited in Clark, 2009).

Paired Reading. Paired reading was effectively used with less skilled readers who were not confident reading alone. It could significantly improve a student's comprehension and ability to infer main ideas and conclusions, while improving below average readers' overall fluency ability and improving a student's attitude toward reading (Wright, 1992; Dowhower, 1994 as cited in Clark, 2009). Paired reading could enable students to make reading fluency gains of up to six months in just ten weeks of instruction. When parents utilized paired reading approximately 15 minutes a day a child's reading growth was potentially accelerated dramatically (Rasinski, 2003 as cited in Clark, 2009). The technique involved a one-to-one tutorial where the struggling reader was paired with a more proficient reader. The readers sat side-by-side, using one text together, with the more proficient sitting on the left side, directing his/her voice into the student's left ear to imprint sound/symbol matching. The slow reader could choose the text and could change text at any time. Reading began with both readers reading aloud while one pointed to every word (preferably the slow reader). When the slower reader felt confident enough to read on his/ her own they signaled the other reader to stop reading by giving a tap on a hand or arm, or a nudge with an elbow. If the slow reader made an error the more proficient reader simply provided the word, the student repeated it, and they continued with both readers reading together. The slower reader could signal to be allowed to read alone at any time and the entire procedure continued throughout the passage until it was completed or time was up. Ten to twenty minute sessions, for at least six weeks was recommended. (Optiz & Rasinski, 1998; Wright, 1992 as cited in Clark, 2009).

Theoretical Framework

This study is anchored on the Theory of Automatic Information Processing in Reading by Laberge and Samuels. The development of this theory has shaped the direction and development of just about every fluency theory and fluency instructional practices since it was expressed (Rasinski, 2006).

The complex skill of reading comprises sub-skills that involve several stages of information processing (Osborn, 2007). Laberge and Samuels (1974) suggested these sub-skills in the visual memory include feature detection (shapes and directionality, letter code, spelling pattern code, visual word code, word shapes) and word phrases. Osborn cited Ritchey's (2004) empirical studies at the kindergarten level, which demonstrated that reading component sub-skills such as letter-name and letter-sound fluency are predictive of word reading and spelling skills. Laberge and Samuel (1974) further suggested that as visual memory, features are detected (lines, curves, angles, intersections, openness as well as relational features left, right, up, down) which feed letter codes, which activate spelling-pattern codes, which feed into word codes, which may sometimes give rise to word-group codes. As a beginning reader is repeatedly exposed to these elements of common words, they eventually become recognized automatically, and less attention is needed to recognize each element of the visual stimuli (Logan, 1997).

Osborne cited Laberge and Samuels' (1974) hypothesis that, as stimuli activate visual memory, a chain reaction is initiated in phonological, episodic, and response memory, which,

when coordinated, enables the learner to derive meaning from written code. As the reader repeatedly rehearses these reactions over time, they eventually become automatic.

Mastering each component sub-skill in coordination with the other sub-skills is like learning to play a sport like hockey. Initially, as a reader begins learning to read, each component sub-skill requires significant attention and coordination with other sub-skills (Lagerge & Samuels, 1974). Fluent readers, like professional hockey players, coordinate and perform these sub-skills in a fraction of a second, seemingly automatically (Samuels, 1997). Furthermore, the mastery of automatic recognition of words in text frees the reader from spending time and energy on the mentally intensive tasks of decoding, thereby allowing them to invest their limited attention on the tasks of deriving meaning from the text and interacting with the ideas presented (Lagerge & Samuels, 1974; Samuel & Flors, 1997).

Lagerge and Samuel (1974) concluded that the process of reading is the result of a mastery of component sub-skills (letter discrimination, letter sound training, blending, etc.) and that fluent readers have presumably mastered each of the sub-skills at the automatic level (Ritchey, 2004). As a result, the fluent reader has integrated his automaticity, and he is no longer as aware of the component nature of these sub-skills as he was when he was a beginning reader (Lagerge & Samuel, 1974).

Samuels (2006a, as cited in Osborne) advocates any number of variations of his 1979 or 1997 methods of repeated reading as the best approach to developing fluency. Samuels (1979, as cited in Osborne, 2011) published an article, "The Method of Repeated Reading," which explained the reading instruction approach he developed based on his automaticity theory of information processing. Osborne further wrote that Samuel's theory proposed that fluent readers decode text automatically, leaving attention free for the task of comprehension, while beginning readers who do not decode automatically are required to spend their attention on decoding first and then on deriving meaning from the text. The result for beginning readers who lacked the skill to decode automatically was that the process of deriving meaning from text was much slower and more difficult (Samuels, 1997). Lagerge and Samuels (1974) further stated, "not only does repetition progressively free the mind from attention to detail, but continued repeated practice of reading skills seemed progressively to result in the automatization or unitization of larger chunks from individual letters to spelling patterns, to words, to word phrases (Samuels, 2006a). Samuels and Lagerge also noted that this higher-order chunking progresses as the child gains more reading experience (Osborne, 1997). Samuels reasoned that, like athletes and musicians who become proficient through constant repetition and practice of component skills, readers become proficient through repeated reading of individual texts (Samuels, 1997). Each time they re-read a text, they can improve their speed and accuracy (Osborne, 1997).

Stanovich (1986) supported Samuels' theory, stating, "if time is spent practicing the skill, one becomes proficient, while one who neglects practicing the skill becomes weak or incompetent in the skill" (Trelease, 2006; Krashen, 2004). Stanovich (1986; Cunningham & Stanovich, 1998) calls this the Matthew Effect for reading development; proficient readers read

more and become stronger readers while poor readers read less and become weaker readers. This concept for the reading development process was derived from Matthew 25:24 in the Bible, which suggests the rich become richer and the poor become poorer. Stanovich (1993) simply stated, "Children who begin the reading education process with few pre-reading skills have progressively greater difficulty acquiring complex reading skills. As students progress through their schooling, the gap between poor and fluent readers widens since unsuccessful readers become more frustrated, practice less, and lose motivation to read, and the negative spiral of disadvantage continues (Stanovich, 1993).

Samuels and Wu (2003) confirmed the Matthew effect for reading development in third and fifth-grade students. They demonstrated that students who read daily over a ten-week period for forty minutes per day outperformed, on a variety of texts, including reading ability, speed, and word recognition, students who read for only 15 minutes per day (Samuels & Wu, 2003).

Conceptual Framework

The 1987 Constitution, Article XIV, Section I states, "the state shall promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all" (Nallado, 1987).

It is expected that pupils in the primary grade levels have phonetic mastery and oral fluency in accordance with the implementation of Mother-based multilingual education, and that pupils in the intermediate grade levels have acquired oral reading comprehension and fluency.

Studies have shown that among the macro skills to be developed in English and Filipino, reading is the weakest link. As evidenced by the Phil-IRI results, the majority of pupils cannot comprehend what they have read in their textbooks.... And so there is a need for the pupils to develop and improve their reading skills to become independent readers. It is important that school administrators and classroom teachers recognize the problem of reading instruction and exert efforts to improve reading instruction (Infante, 2011). In this connection, Joshi (1995) stressed that reading is a complex process. Fluent reading is made up of two major components: the ability to pronounce and recognize the written word, and the ability to comprehend the text as a whole unit. So, to determine the pupil's progress, prevent reading difficulties from becoming entrenched, and provide help to students with reading difficulties, teachers need to use assessment tools that isolate these two major components. The above truths gave rise to various orders and programs concerning reading.

DECS Order 25, series of 1874, known as the Bilingual Education Policy, which mandated the use of English and Filipino as separate media of instruction, states that English shall be the medium of Instruction for English, science, and mathematics, while all the other subject areas shall be taught in Filipino. English and Filipino shall likewise be taught as separate subjects in the curriculum. This policy has been promoting the focus of learning the correct usage of English and Reading.

In the 2002 Restructured Basic Education Curriculum, English and Filipino seek to develop the macro skills: listening, speaking, reading, and writing with a vision that after the fifth grade, every learner should be able to read and understand at least simple paragraphs, both literary and non-literary, and to be a functional, successful reader (the Conceptual Framework of the RBEC, 2002).

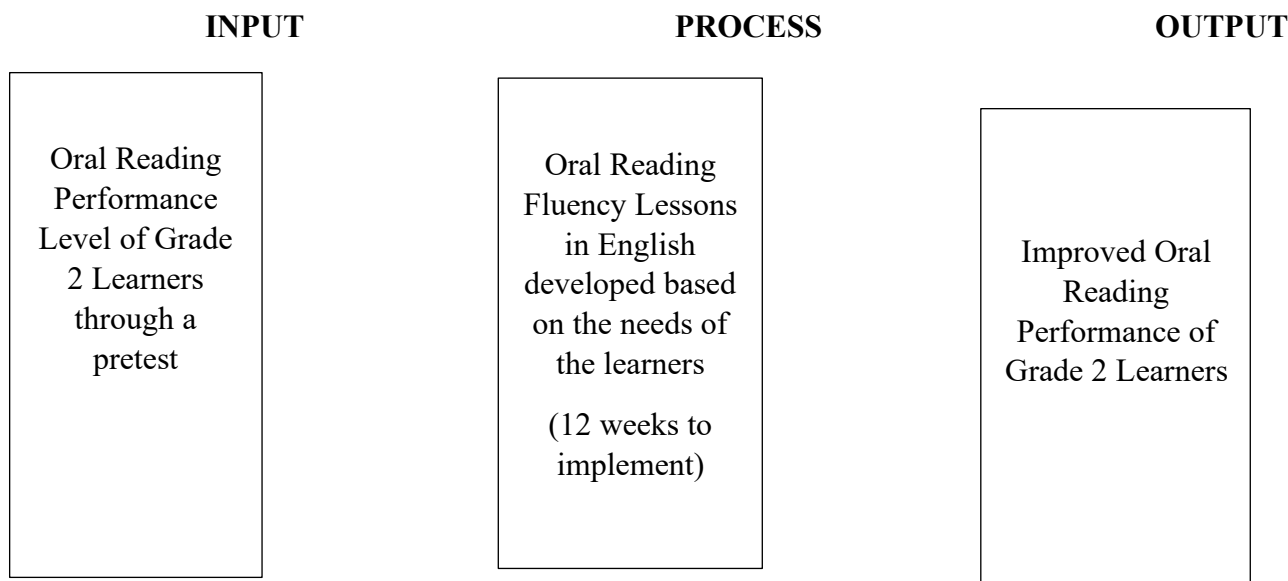
DepEd Order No. 45, series of 2002, was created in support of the main thrust of the 2002 Restructured Basic Education curriculum (RBEC), which is to ensure that every child is a successful reader. This reading literacy program, known as the "Every Child a Reader Program," began in the 2002-2003 school year. Through this program, it is expected that no pupil will be promoted to the next higher grade unless he or she manifests Mastery of the basic literacy skills at a particular grade level. Thus, all possible means of assistance and encouragement shall be extended to enable the child to read.

ECARP is implemented through the following components: Reading Recovery (RR), Philippine Informal Reading Inventory (Phil-IRI), and the Philippine Word Lists in English (PWLE)(DepEd Order No. 70, s. 2011).

There are also DepEd-initiated programs on reading, such as Drop Everything and Read (DEAR), Big Brother, Big Sister/Kaklase Ko, Sagot Ko/Shared Reading, Intensified Remedial Reading, and Five Words a Week/A Paragraph a Day (APAB).

With the aforesaid concepts presented, this study focuses on the effectiveness of Fluency Lessons in English directed towards the improvement of the oral reading performance of Grade 2 learners.

The paradigm of the conceptual framework, which is presented in Figure 1



Reading successfully is the foundation for achievement throughout the school years. The ability to read and understand a simple text is one of the most fundamental skills a child can learn. Without basic literacy, there is little chance that a child can escape the intergenerational cycle of poverty. Yet in many countries, students who have been in school for as many as 6 years are unable to read and understand a simple text (Early Grade Reading Assessment, 2009).

The researcher used the Grade 2 learners' oral reading performance in English, based on the pretest results, as input. The pretest includes pupils' fluency, which comprises their rate and accuracy in reading, pronunciation, and stress, and is tested singly on a four-level scale. The reading test assesses the level of skill a student demonstrates in phrasing and expression when reading aloud.

The results of the pretest were analyzed and used as a basis to determine the pupils' needs and to inform the researcher's decision to develop and validate proposed oral reading fluency lessons for Grade 2 learners in Baybay Elementary School. The implementation of developed and validated fluency lessons in English was followed by an oral reading probe or post-test on the components tested in the pretest.

The difference in the data between the pretest and post-test significantly indicated the effectiveness of the implemented oral reading fluency lessons in English of Grade 2 learners in Baybay Elementary School.

METHODOLOGY

This research presents the research methodology. It covers the research design, research steps, data and sample collection, research hypothesis and validation, study limitations, ethical considerations, and data analysis methods.

Research Design

This research aimed to assess the effectiveness of Fluency Lessons in English for the oral reading development of Grade 2 classes in Baybay Elementary School, Binmaley I District, and employed the descriptive-developmental research method.

As a developmental study, it followed the scientific steps to assess the effectiveness of various activities for oral reading fluency. It started with identifying the Grade 2-A class's performance level in oral reading of English, focusing on pronunciation, stress, and fluency, as they read a paragraph. Then, the results of this test determined the pupils' needs in oral reading. Based on their needs, the research of materials relevant to the development of oral reading fluency followed. Next is the development of Fluency Lessons in English, which was implemented for the Grade 2-A class. The administration of various oral reading activities to the pupils and the assessment of their effectiveness in addressing the needs of the Grade 2 pupils towards enhanced performance in oral reading were conducted.

Research Steps

This action research used grade 2-level selections to assess learners' performance in English oral reading, focusing on pronunciation, stress, and fluency. The Fluency Lessons utilized Phil-IRI reading materials. After twelve weeks, an assessment of the lessons' effectiveness in addressing students' needs to enhance performance in oral reading was conducted.

The study began with the collection of data based on the results of the pretest administered to Grade II learners at Baybay Elementary School. The researcher completed a class fluency record using data from the pretest.

Philippines Informal Reading Inventory (Phil-IRI) reading materials are used to implement various oral reading activities. There are only eight Phil-IRI reading materials available for grade II; hence, four of the stories used in this research were selected using the Fry Readability Graph (Fry, 1968, 1977). This is to ensure that the selections are appropriate for grade II learners.

In the first week of the research, the researcher let the learners complete the reading questionnaires. The researcher then began implementing fluency lessons, three days each week, with 34 Grade II-A learners at Baybay Elementary School.

The first activity for the week is a read-aloud. The researcher then led a brief one to two-minute discussion of the passage. Following the discussion, the passage was read a second time, by both the researcher and the learners, using Echo Reading. This process entailed the

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researcher reading a short portion of the passage aloud as the learners followed along silently. Then the learners repeated the same portion aloud as the researcher listened. This echo reading procedure continued until the entire passage was read. On the following day, the same passage was read a third time using the choral reading approach, in which the learners and the researcher read the text aloud simultaneously. The researcher continued to model fluent reading at all times and the learners pointed to the words each time the passage was read.

The learners were grouped into pairs for Cooperative Reading. During this time, learner pairs moved to various locations in the room. One learner read the text aloud to his/her partner three times, while the partner silently followed along with his or her own copy of the passage. The listener provided help if needed and provided feedback to the reader by completing the Cooperative Repeated Reading Response Form. The learners then reversed roles so the reader became the listener, and the listener always pointed to each word as it was read.

All learners then came back as a whole group and volunteered to read portions of the passage aloud to the entire group. At this time, the listeners did not follow along but were allowed to enjoy their peers' performance.

During the middle of the week, the researcher implemented 10- to 15-minute Paired Reading lessons. The learner and the researcher sit side by side, with the researcher to the left of the learner. Together, they read the passage aloud. The learner nudged the researcher with his/her elbow whenever they wanted to read alone. The researcher would stop reading and follow along as the learner read aloud. Whenever the learner misread a word or could not read a word, the researcher would say the word out loud, and the learner would repeat it. Oral reading then continued with both the researcher and the learner reading together again. The entire paired reading process continued until the passage was finished or the lesson time was over.

At the end of the school week, the researcher has the learners individually read passages aloud while being timed. The researcher sits across from the learner. The passage was read three times. One minute was allotted for each time. The researcher followed along with a copy of the passage, marking any misread or omitted words and the last word read at the end of one minute. The researcher used a different color to record each of the two readings (i.e., first reading, red; second reading, blue). The words correct per minute (wpm) was calculated and recorded on the Repeated Reading Log. The learner received feedback from the researcher regarding their performance.

This procedure was implemented for twelve weeks. Other quantitative data, such as rating information from the Cooperative Reading Record and words correct per minute data from the Repeated Reading Log, were graphed to ascertain individual progress. This data was graphed according to specific components of reading fluency.

Pre- and post- responses to the reading questionnaire were considered qualitative data. The researcher compared these responses, on an individual basis, and used this information to identify changes in the pupils' attitudes toward reading. The researcher also considered any important comments written in the Repeated Reading Logs and observation notes in the research journal.

Data Collection and Sample Collection

The target participants for this study are the Grade II-A learners at Baybay Elementary School enrolled during the school year 2024-2025. They fell under Word and Paragraph Level based on the pretest results of FLAT.

The researcher utilized the total sampling method. It is a form of purposive sampling where the entire population possessing a specific set of characteristics is studied (Sekaran & Bougie, 2013)

This study used a one-group pretest-posttest design because the respondents are the entire Grade 2-A class.

The main instruments used in this action research were the Fluency Lessons, which comprised standardized oral reading activities and Phil-IRI reading materials. The lessons were administered for twelve weeks, three days each week. There are 12 selections that were used in the lessons.

In identifying the level of performance of the Grade learners before and after the intervention strategy in terms of fluency, the oral reading score, reading speed, and rate in oral reading were computed. The National Assessment of Educational Progress Fluency Scale was used as the instrument for pronunciation and stress.

During Cooperative reading, learners were provided feedback on their partner's reading level using the Cooperative Repeated Reading Response Form.

The words correct per minute (wpm) was calculated and recorded on the Repeated Reading Log. The researcher also collected observation notes during these lessons, in an effort to obtain information about pupils' feelings toward repeated reading and about themselves as readers.

Data Analysis Methods

To answer the problems in this research, the following statistical tools were used;

The researcher collected quantitative data from pre- and post-tests to determine the level of performance of the pupils in English oral reading fluency.

To measure pronunciation and stress, which comprise prosody, the researcher relied on the four-level scale first developed for the 1992 National Assessment of Educational Progress (NAEP) in reading (Daane, Campbell, Grigg, Goodman, and Oranje, 2005). It was categorized as follows: use the raw score to construct a scale. The level of performance in terms of stress and pronunciation will be described using frequency and mean measures. The mean scale and descriptive equivalent are the following:

Scale	Scale Mean	Descriptive Equivalent
5	4.20-5.00	Very low
4	3.40-4.19	Low
3	2.60-3.39	Moderate
2	1.80-2.59	High
1	1.00-1.79	Very high

To determine the learner's fluency, its more quantifiable components are measured, the rate and accuracy.

To measure fluency rate, the researcher calculated the number of words correct per minute (wcpm). While listening to the pupil, the researcher marked reading errors on a copy of the reading passage. Errors include omissions, substitutions, and insertions. If the pupil corrects an error, it is considered a self-correction and not included in the total error count. The researcher counted the total number of errors and subtracted that number from the total number of words the pupil read. This is the number of words read correctly (wc). The researcher converted the total time it took the pupil to read the passage into minutes. To do this, multiply any whole minute by 60, then add that number to the number of seconds in the total time. Finally, the researcher divided the number of words read correctly (wc) by the total number of seconds to get the words correct per second rate. Then multiplied that number by 60 to get the words-per-minute (wpm) rate.

To calculate the accuracy fluency rate, the researcher determined the total number of words read correctly (wc) and divided it by the number of words in the passage. The answer is the accuracy rate for the pupils' reading. This information was examined to determine growth for individual pupils.

A t-test showed the effectiveness of the Fluency Development Lessons to be conducted to the development of oral reading fluency.

Other quantitative data collected include rating information from the Cooperative Repeated Reading Record and words correct per minute data from the Repeated Reading Log.

In the rating information from the Cooperative Repeated Reading Record, each learner's progress will be evident from the first week through the 12th week of implementing the oral development lessons. Each learner's progress was evaluated across three areas: decoding, pacing, and expression. In measuring these three areas, frequency counts and means will be used.

Research Hypothesis and Validation

The results of the pre-test on Grade 2 pupils' fluency, pronunciation, stress, and attitude towards reading can be used to assess pupils' performance. Hence, their needs in oral reading can be determined based on the pre-test results. Based on the results, Fluency Lessons in English were developed and implemented to address the needs of Grade 2 classes and enhance their performance in reading.

Study Limitations and Ethical Considerations

The research only involved the Grade 2-A class, which comprises 34 learners, approximately 44% of the total Grade 2 population. Hence, while the study yielded useful exploratory data, the relatively small sample size ($n=34$) limits the applicability of these findings to the broader population.

On the other hand, the researcher conducted several meetings before, during and even after the administration of Fluency Lessons in English to inform the parents and guardians about the oral reading activities and to ensure that data from the activities are used in a protected, encrypted drive and in aggregate form.

RESULTS AND DISCUSSION

This section presents the collected data, along with the analysis and interpretation of the findings, in response to the main concerns raised by the research questions.

SOP 1. What is the level of oral reading performance of the Grade 2 learners in English before the intervention?

Table 1 presents the level of oral reading performance of the Grade 2 learners in English before and after utilizing the intervention.

Table 1

Level of Reading Performance of Grade 2 Learners in English Before and After the Intervention

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Scores	Pretest (Mean=2.41, SD=0.33)			Posttest (Mean=3.44, SD=0.65)		
	HPS = 5.00	f	%	f	%	DE
4.21 – 5.00	0	0	Fluent	7	20.59	Fluent
3.41 – 4.20	0	0	Proficient	5	14.71	Proficient
2.61 – 3.40	9	26.47	Moderate	22	64.71	Moderate
1.81 – 2.60	24	70.59	Poor	0	0	Poor
1.00 – 1.80	1	2.94	Very Poor	0	0	Very Poor
Total	34	100		34	100	

*DE = Descriptive Equivalent

The table revealed that the oral reading performance of the Grade 2 learners in the pretest varies from very poor to moderate level. With average scores ranging from 2.61 to 3.40, nine (9) learners, or 26.47 percent of the class, exhibited moderate oral reading performance, while 24 learners, or 70.59 percent of the Grade 2 learners who participated in the study, demonstrated poor oral reading performance (i.e., average scores ranging from 1.81 to 2.60). It can be highlighted from the table that one learner under study had a very poor oral reading performance. This could mean that participants in the study possess a remarkable level of reading ability, encompassing accuracy, rate, and fluency. Nonetheless, Grade 2 learners' oral reading performance can be described as poor reading ability.

The above results require immediate action, as reading, according to Rintaningrum (2021), is an important aspect to master because it is the foundation of learning cross-disciplinary subjects. The ability to read is very important for finding a job or going to college. The ability to read plays an important role in improving individual life, abilities in school, and it is important to support the development of a country, because the ability to read provides many benefits, including adding to the repertoire of knowledge, opening up new information, the ability to explain new information to others, increasing concentration, and also for entertainment.

SOP 2. What is the level of oral reading performance of the Grade 2 learners in English after the intervention?

Scores	Pretest (Mean=2.41, SD=0.33)			Posttest (Mean=3.44, SD=0.65)		
	HPS = 5.00	f	%	f	%	DE
4.21 – 5.00	0	0	Fluent	7	20.59	Fluent
3.41 – 4.20	0	0	Proficient	5	14.71	Proficient
2.61 – 3.40	9	26.47	Moderate	22	64.71	Moderate
1.81 – 2.60	24	70.59	Poor	0	0	Poor
1.00 – 1.80	1	2.94	Very Poor	0	0	Very Poor
Total	34	100		34	100	

Regarding the post-test results, learners exhibit varying levels of oral reading performance. Based on the table, the oral reading performance of Grade 2 learners in English ranges from moderate to fluent. Twenty-two (22) or 64.71% of them displayed a moderate reading level, five (5) or 14.71% were proficient readers, while seven (7) or 20.59% of the

Grade 2 students exhibited fluency in their overall reading ability. It is significant to note that, following the intervention, the Grade 2 learners exhibited improved oral reading performance on their post-test compared to their pre-test. This suggests that the use of fluency lessons has enhanced the oral reading performance level of Grade 2 learners in English.

The data are clear: fluency is a central skill for successful reading. Cruz et al. (2022) stated that research has provided evidence that systematic reading fluency interventions can be effective. In the same vein, the program Fluency into Comprehension, designed by Cockerill et al. (2023), that used fluency lessons showed excellent promise as a technique to improve overall reading.

Additionally, Table 2 presents the difference in the oral reading performance of the Grade 2 learners before and after utilizing the intervention.

SOP 3. What significant difference exists between the levels of oral reading performance of Grade 2 learners in English before and after the intervention?

Table 2

Test of Difference between the Levels of Oral Reading Performance of Grade 2 Learners Before and After the Intervention

	Mean	Std. Deviation	t-value	p-value
Pretest	2.41	0.33	-9.77*	0.000
Posttest	3.44	0.65		

*Significant at $t_{critical} (0.05, 33 df) = 2.03$

As observed from the table, the absolute computed t-value of -9.77 (i.e., t-value = 9.77) exceeds the critical value of 2.03 at 0.05 level of significance with 33 degrees of freedom. The results showed that there is a significant difference between the levels of oral reading performance of the Grade 2 learners in the pretest ($\bar{X}=2.41$, SD = 0.33) and posttest ($\bar{X}=3.44$, SD = 0.65). Therefore, there is enough evidence to conclude that fluency lessons as an intervention improved the oral reading performance of Grade 2 learners in English.

The results of the study substantiate several studies and strategies that have found increased interest and motivation in classes as learners have improved oral reading performance. These include the studies of Oplas, et.al (2023) entitled Enhancing the Reading Fluency of Grade 2 Learners Through Oral Blending, Aldhanhani & Abu-Ayyash (2021) entitled Oral Reading Fluency: Teaching and Assessment, and Omar et.al. (2023) entitled Oral Reading Intervention Activities: Its Influence on the Pronunciation Skill of Bangsamoro Grade 3 English Language Learners in Reading Aloud.

Improved oral reading performance is the avenue of learners' outstanding academic performance. It paves the way for learners to acknowledge and savor the complexities of mathematical problems, the amazing discoveries in science and the challenges of reading comprehension in English. It is imperative for teachers to find effective oral reading fluency interventions to provide the powerful for learners to combat poor academic performance. Evidently, Fluency-based instruction has re-emerged as a central response to a persistent literacy problem in English learning contexts: many learners can decode but cannot read in a way that reliably supports meaning making (Yasser et al., 2026)

The use of repeated reading practices is an effective approach to improving pupil reading fluency. Such practices could be used regularly to enhance phonics and reading programs in schools. Repeated reading practices can positively impact pupils' reading fluency and should be given serious consideration when designing a reading program.

It is also a positive step to incorporate repeated reading practices into the regular classes' reading programs already in use within the school. This would involve the school providing professional development opportunities for teachers to learn a variety of reading fluency strategies. The implementation of a variety of repeated reading practices by trained teachers could significantly impact the reading fluency achievement of elementary pupils.

SUMMARY

This study sought to assess the effectiveness of Fluency Lessons in English in the oral reading performance of Grade 2 learners. It used a descriptive research method, assessing the oral reading fluency of Grade 2 pupils using pre-test results on their fluency, accuracy, and prosody rates.

The research subjects in this study were Grade 2-A at Baybay Elementary School in Binmaley, I District.

To analyze the data, the statistical tools used were frequency counts, percentages, and weighted means.

CONCLUSION

Based on the results of the post-test administered to Grade 2-A learners, the Fluency Lessons in English proved effective in improving the learners' oral reading performance. This is after noting the difference between the pretest and post-test results.

1. Before the intervention, the level of oral reading performance of the Grade 2 learners is low.
2. After the intervention, the oral reading performance of the Grade 2 learners in English is high.
3. There is an improvement in the level of oral reading performance of Grade 2 learners based on the results before and after the intervention.

RECOMMENDATIONS

As a result of these findings, the researcher determined that repeated reading practices are an effective approach to improving pupils' reading fluency. Such practices could be used regularly to enhance phonics and reading programs in schools. Repeated reading practices can positively impact pupils' reading fluency and should be given serious consideration when designing a reading program.

The researcher recommended that, if this study were replicated, some changes should be considered. These changes included revising the cooperative repeated reading response form so that higher number values correspond to more positive ratings. This would make the process of rating less confusing to lower elementary pupils.

The researcher also recommended that the teacher model how to rate a session of

cooperative reading before having pupils use this approach with peers. This would be especially important when lower-elementary pupils are using this process.

The researcher also recommended that elementary teachers be strongly encouraged to incorporate repeated reading practices into the regular classes' reading programs already in use within school districts. This would involve school districts providing professional development opportunities for teachers to learn a variety of reading fluency strategies. The implementation of a variety of repeated reading practices by trained teachers could significantly impact the reading fluency achievement of elementary pupils.

The researcher recommended that special-needs staff implement repeated reading practices when providing support to special-needs students. Using repeated reading practices could positively impact the reading fluency of pupils with special needs. The extra time invested in implementing these repeated reading strategies could be a significant factor in the reading success of pupils with special needs.

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