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Oral Reading Mobile Teaching Strategy (ORMTS) for Grade 7 Students Amidst the COVID-19 Pandemic: A Basis for Improved Oral Reading Performance

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ABSTRACT

This study assessed the Oral Reading Mobile Teaching Strategy (ORMTS), a reading intervention strategy for Grade 7 students who were exposed to the Oral Reading Modular Learning Strategy (ORMLS) with instructor assistance at home during the pandemic. In the ORMTS strategy, the teacher teaches oral reading to students at home or in their locality. The study used a one-group pretest-posttest quasi-experimental design with purposive sampling. The participants were 30 Grade 7 students from Section Aguinaldo of Solano High School, Solano, Nueva Vizcaya. The study utilized the oral reading materials of the Philippine Informal Reading Inventory (Phil-IRI), including an assessment tool for miscue analysis, as a rubric to evaluate the students' progress. The researchers purposively selected participants based on the results of the Oral Reading Proficiency Test conducted during the first quarter, specifically those who scored 0-13 points out of 20 items. The results showed that students' overall oral reading performance using ORMLS differed significantly from that of those using ORMTS. In general, students made fewer miscues after exposure to ORMTS than when they were exposed only to ORMLS. ORMTS was significantly related to students' oral reading performance, while ORMLS was not. Likewise, the profile variables did not correlate with the oral reading performance of the respondents. The results revealed that ORMTS is an effective reading intervention for increasing students' oral reading performance. These findings may support the need to undertake the proposed intervention activities to improve students' reading performance at Solano High School.

Keywords: *oral reading, reading performance, strategies,*

INTRODUCTION

The COVID-19 pandemic affected not only the Philippines but also countries around the world, bringing unprecedented challenges to various sectors, particularly education. The fight against this virus disrupted travel, slowed the economy, and closed schools. Consequently,

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community lockdowns, quarantines, and strict health protocols significantly challenged instruction delivery and necessitated the adoption of various learning modalities during School Years 2020–2022.

The COVID-19 outbreak led to the closure of educational institutions, which greatly affected students' learning conditions. Approximately 27.7 million learners enrolled in both public and private schools during School Year 2020–2021 were impacted. In response, the Department of Education, under Secretary Leonor Briones, emphasized that "education must continue," leading to policies that ensured learning continued despite school closures. These included self-learning modules (SLMs) and alternative delivery modalities such as modular, television-based, radio-based, blended, and online learning (Department of Education, 2020; Toquero, 2020).

During the two-year COVID-19 pandemic, schools implemented distance learning to meet the demands of the situation. One of the primary approaches used was modular learning, where students learned with minimal direct supervision from teachers and relied on parents or other household members for assistance. In many cases, students were promoted to higher grade levels without sufficient evidence that they had mastered the required competencies. In this context, reading teachers struggled to assess students' reading fluency and identify those who needed remediation because face-to-face interaction was limited. This situation highlighted the need for oral reading strategies suited to pandemic-era learning conditions.

Whether reading aloud or silently, fluency plays an important role in comprehension because it lets readers focus more on understanding the text than on decoding individual words. Paige et al. (2014) and Quinn and Wagner (2018) explained that fluent reading relies on the efficient integration of lower-level processes such as phonemic awareness and knowledge of letter-sound relationships, which, through consistent practice, lead to automatic word recognition.

In response to the Department of Education's 3Bs Initiative, schools conducted reading assessments in both elementary and secondary levels to determine students' reading proficiency and profiles. These efforts aimed to identify students with reading difficulties and provide appropriate interventions through supportive learning environments, structured teaching programs, and family involvement. Reading environments are designed to reduce students' anxiety and encourage them to express themselves more confidently. In addition, students' learning must be supported with materials suited to their interests and abilities, along with guidance from teachers and family members.

At Solano High School in Solano, Nueva Vizcaya, the school conducts annual oral reading remediation to improve reading fluency. Based on Phil-IRI records from 2017 to 2019, most students were classified at the frustration and instructional levels. During the pre-oral reading test, students at the frustration level in the Group Screening Test (GST) received

remediation sessions during available time. It was found that such remediation significantly improved students' reading fluency. However, due to the changing conditions brought about by the COVID-19 pandemic, face-to-face interaction was not feasible, making it difficult to implement the usual intervention strategies.

Based on these observations, the researcher was motivated to implement oral reading instruction using online teaching and the Oral Reading Mobile Teaching Strategy (ORMTS) among Grade 7 students during School Year 2021–2022 amid the COVID-19 pandemic.

Theoretical Framework

This study is anchored on Behaviorism, developed by John B. Watson, which emphasizes the role of environmental stimuli in shaping human behavior. Behaviorism explains learning as a response to external stimuli and highlights the importance of stimulus-response relationships (Watson, 2017).

B. F. Skinner further expanded this theory by introducing reinforcement, explaining that feedback and reinforcement can modify behavior over time. In education, behaviorism supports structured instruction, guided practice, and consistent reinforcement to improve learning outcomes.

In relation to this study, behaviorism underscores the importance of teacher-guided instruction in improving students' oral reading performance. Through strategies such as modeling, repeated reading, and feedback, students develop reading fluency. The Philippine Informal Reading Inventory (Phil-IRI) and rubric-based assessment support systematic monitoring of students' progress.

Conceptual Framework

Figure 1 presents the study's research paradigm. The first box presents the profile variables of the thirty (30) Grade 7 Aguinaldo students of Solano High School for School Year 2021-2022: sex, age, assistor, availability of reading material at home, internet accessibility, and internet connectivity. These thirty students failed to pass the oral reading proficiency test, which forms the basis for selecting the participants in this study.

The second box shows the pre-test and post-test oral reading assessment. The Oral Reading Modular Learning Strategy (ORMLS) is a reading strategy that uses modules with activities and exercises in oral reading, with reading practice done at home with adult assistance. The Oral Reading Mobile Teaching Strategy (ORMTS) is a strategy used by the researcher to teach oral reading, in which the teacher reaches out to students in their homes or in their respective barangays or locality. Here, the teacher will guide students in oral reading through assisted reading, modeling, and repeated reading.

The post-test evaluates students' oral reading performance using miscue analysis after ORMLS and ORMTS are used in the reading process. The results are evaluated to identify

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significant differences in students' performance in both strategies and identify which of these strategies would yield improved reading performance.

From the result, oral reading intervention strategy would be identified to improve the oral reading performance of grade 7 students.

Research Paradigm

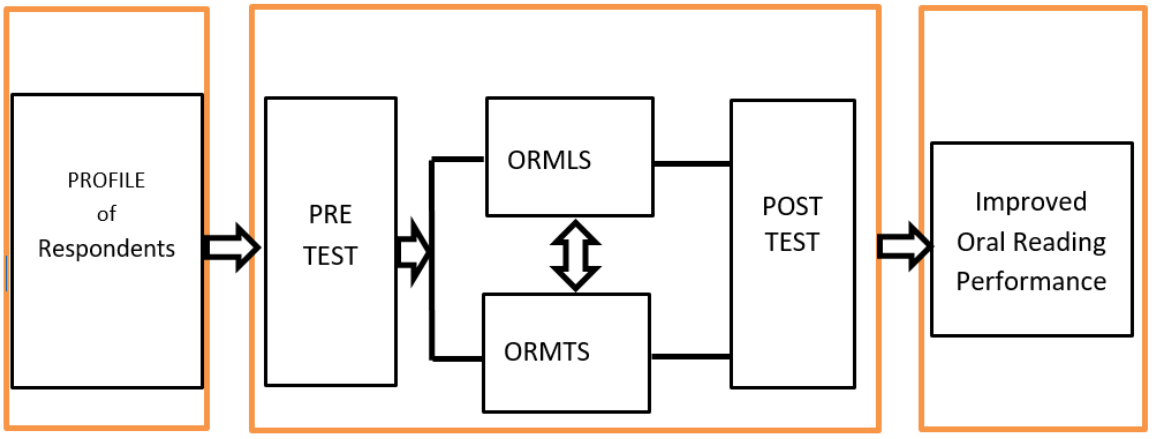


Figure 1: Research Paradigm

Statement of the Problem

This study aimed to determine the oral reading performance of Grade 7 students of Solano High School amidst the COVID-19 pandemic using the Oral Reading Mobile Teaching Strategy (ORMTS) with miscue analysis. The study's findings will serve as a basis for developing oral reading intervention activities to improve students' reading fluency.

Specifically, this study sought o answer the following questions:

1. What is the profile of the selected Grade 7 students in terms of:
   1.1 Sex
   1.2 Age
   1.3 Assistor at home
2. What is the level of oral reading performance of Grade 7 students using the Oral Reading Modular Learning Strategy (ORMLS) in terms of:
   2.1 Mispronunciation
   2.2 Omission
   2.3 Substitution
   2.4 Insertion
   2.5 Repetition
   2.6 Transposition

2.7 Reversal
2.8 Self-correction

3. What is the level of oral reading performance of Grade 7 students using the Oral Reading Mobile Teaching Strategy (ORMTS) in terms of:
   3.1 Mispronunciation
   3.2 Omission
   3.3 Substitution
   3.4 Insertion
   3.5 Repetition
   3.6 Transposition
   3.7 Reversal
   3.8 Self-correction
4. Is there a significant difference in the oral reading performance of students using ORMLS and ORMTS?
5. Is there a significant relationship between students' oral reading performance and their profile variables?
6. What oral reading intervention activities can be proposed to improve students' oral reading performance?

METHODS

This study employed a one-group pretest–posttest quasi-experimental research design to determine the effectiveness of the Oral Reading Mobile Teaching Strategy (ORMTS) in improving the oral reading performance of Grade 7 students. The design involved administering a pretest to establish the participants' baseline oral reading proficiency, implementing two reading interventions, and administering posttests to measure changes in oral reading performance. The study also gathered students' profiles, including sex, age, home assistance, access to reading materials, internet access, and internet connectivity, to describe the participants' characteristics.

The study was conducted at Solano High School in Solano, Nueva Vizcaya, during the School Year 2021–2022. The participants were thirty (30) Grade 7 Aguinaldo students who failed the Oral Reading Proficiency Test administered during the first quarter. They were selected through purposive sampling based on their proficiency test scores of 0–13 out of 20, indicating instructional and frustration reading levels. The respondents consisted of sixteen (16) males and fourteen (14) females who required reading intervention to improve their oral reading performance.

The researcher collected data using a researcher-made profile questionnaire and oral reading passages from the Philippine Informal Reading Inventory (Phil-IRI). Initially, participants underwent a pretest and received the Oral Reading Modular Learning Strategy (ORMLS), which used modules and home-based oral reading practice with adult assistance. Following the ORMLS intervention, the students took a posttest. Subsequently, the participants

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underwent the Oral Reading Mobile Teaching Strategy (ORMTS), wherein the researcher conducted guided oral reading sessions in the students' homes or respective barangays through assisted reading, modeling, and repeated reading. The researcher met with participants twice a week for one hour per session for one month, for a maximum of six sessions. After the intervention, the researcher administered and evaluated the same Phil-IRI oral reading passage, Dark Chocolate, individually using miscue analysis.

The collected data were analyzed using both descriptive and inferential statistics. Frequency counts, percentages, and means described the respondents' profile and oral reading performance under both ORMLS and ORMTS. Oral reading proficiency was determined using the Phil-IRI oral reading score and reading level classification based on miscue analysis. A paired-samples t-test was used to determine significant differences in students' oral reading performance before and after the implementation of ORMTS. In addition, Pearson's r, point-biserial correlation, and chi-square tests were utilized to examine the relationship between the students' oral reading performance and selected profile variables. Statistical analyses were performed to determine ORMTS's effectiveness in improving oral reading performance.

RESULTS

From the thorough analysis and interpretation of the data gathered in this quasi-experimental study, the following significant findings were obtained:

1. Profile of the Participants

1.1. ***Sex.***

Of the 30 participants, 16 (53.3%) were male, while 14 (46.7%) were female. This indicated that male participants slightly outnumbered female participants in the study.

1.2. Age.

The majority of the participants were 12 years old, comprising 17 students (56.7%). This was followed by 12 students (40.0%) who were 13 years old, while only one student (3.3%) was 11 years old. The findings indicated that most participants belonged to the typical age group for Grade 7 learners.

1.3. Home Reading Assistor.

The participants received reading assistance from different family members while engaging in modular learning at home. Aunts accounted for the largest proportion of reported home reading assistors (50.0%), followed by mothers (30.0%). The remaining participants were assisted by other family members, including fathers, sisters, cousins, and stepmothers. These findings highlighted the important role of family members in supporting students' oral reading activities during the COVID-19 pandemic.

2. Level of Oral Reading Performance of Grade 7 Students Using the Oral Reading Modular Learning Strategy (ORMLS)

The participants' oral reading performance under the Oral Reading Modular Learning Strategy (ORMLS), which involved adult assistance at home, was classified at the frustration level. Their reading performance was evaluated based on eight types of oral reading miscues: mispronunciation, omission, substitution, insertion, repetition, transposition, reversal, and self-correction. The overall frustration-level classification suggested that the participants experienced considerable difficulty in reading the assigned materials independently or with the available assistance at home. This finding indicated a need for more structured, direct, and individualized reading support to address their oral reading difficulties.

3. Level of Oral Reading Performance of Grade 7 Students Using the Oral Reading Mobile Teaching Strategy (ORMTS)

Following the implementation of the Oral Reading Mobile Teaching Strategy (ORMTS), the participants' oral reading performance was classified at the instructional level. The assessment of the same oral reading miscues indicated improved performance compared with the results obtained under ORMLS. The findings suggested that the mobile teaching strategy, which provided more direct teacher guidance and opportunities for repeated reading, helped address the participants' reading difficulties. The improvement also indicated the potential value of bringing reading instruction closer to learners who experienced limited access to face-to-face educational support during the pandemic.

4. Significant Difference Between Oral Reading Performance Under ORMLS and ORMTS

The comparative analysis revealed a statistically significant difference between the participants' oral reading performance under ORMLS and ORMTS. Fewer oral reading miscues were observed following the implementation of ORMTS, indicating an improvement in the participants' reading performance. This finding supported the potential effectiveness of ORMTS as an intervention for addressing the oral reading difficulties of Grade 7 students. The results suggested that direct teacher assistance, guided reading, and repeated reading opportunities may provide advantages over modular learning supported primarily by adults at home. However, the conclusion regarding statistical significance and the magnitude of improvement should be interpreted in accordance with the actual test statistics and effect-size results.

5. Significant Difference in Oral Reading Performance According to Profile Variables

The analysis of the participants' profile variables revealed no statistically significant relationships or differences in oral reading performance under either ORMLS or ORMTS, based on the reported results. The findings suggested that the profile characteristics examined

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in the study, including sex, age, and home reading assistance, did not demonstrate statistically significant associations with the participants' oral reading performance. Similarly, the availability of reading materials at home did not consistently explain variations in performance. These results highlighted the importance of considering instructional approaches and the quality of reading support, rather than relying solely on demographic characteristics or the reported availability of learning resources, when planning oral reading interventions.

6. Proposed Oral Reading Intervention Activities

Based on the findings, the Oral Reading Mobile Teaching Strategy (ORMTS) was proposed as an intervention to improve the oral reading performance of Grade 7 students. The strategy involved teachers reaching learners in their respective localities to provide guided reading, repeated reading exercises, immediate corrective feedback, and individualized assistance. These activities were intended to address common oral reading miscues and help learners progress from the frustration level toward the instructional level and, ultimately, independent reading proficiency. The intervention also emphasized the importance of continued monitoring, appropriate reading materials, and collaboration among teachers, learners, and their families.

Overall, the findings indicated that the participants demonstrated better oral reading performance after exposure to ORMTS than under ORMLS. The improvement in reading-level classification and the reported reduction in oral reading miscues supported the use of teacher-guided mobile reading instruction as a promising intervention for Grade 7 learners experiencing oral reading difficulties. The study therefore provided a basis for developing structured oral reading intervention activities responsive to learners' needs, particularly in situations where conventional face-to-face instruction is limited.

DISCUSSION

The findings show that the Oral Reading Mobile Teaching Strategy (ORMTS) was more effective than the Oral Reading Modular Learning Strategy (ORMLS) in improving Grade 7 students' oral reading performance. While ORMLS allowed students to practice reading independently with adult assistance, it did not sufficiently improve their overall oral reading proficiency, as reflected in the frustration-level mean score. In contrast, ORMTS provided individualized teacher support through assisted reading, modeling, and repeated reading, resulting in substantial improvements in oral reading accuracy and proficiency.

The improvement in students' oral reading performance may be attributed to the teacher's direct involvement during the intervention. Immediate corrective feedback, guided practice, and repeated oral reading sessions enabled the participants to recognize and correct their reading errors more effectively than during home-based modular instruction. These

findings support the premise that teacher-guided instruction remains essential in developing oral reading skills, particularly among struggling readers.

The significant reduction in mispronunciation, omission, and repetition errors further indicates that ORMTS effectively addressed the specific oral reading difficulties experienced by the participants. The strategy provided opportunities for continuous practice and individualized instruction, allowing learners to develop greater reading fluency and confidence. These findings are consistent with the principles of repeated reading and teacher modeling, which emphasize guided practice as an effective means of improving oral reading performance.

Moreover, the absence of significant relationships between most profile variables and oral reading performance suggests that the effectiveness of ORMTS was not influenced by learners' age, availability of reading materials, internet accessibility, internet connectivity, or assistance at home. Instead, the instructional approach itself appeared to be the primary factor contributing to the observed improvement. Although female participants generally performed better than male participants, the intervention benefited both groups, demonstrating its applicability across different learner characteristics.

Overall, the findings affirm that the Oral Reading Mobile Teaching Strategy effectively improves the oral reading performance of Grade 7 students, particularly in contexts where conventional classroom instruction is disrupted. The results underscore the importance of sustained teacher engagement and individualized reading support in addressing learners' oral reading difficulties

CONCLUSIONS

1. Regarding the profile of the respondents, there was a dominant number of male participants compared to females. Their ages ranged from 11 to 13 years old, with the majority being 12 years old. All respondents reported having an assistant at home, with most having access to reading materials and the internet.
2. The Oral Reading Modular Learning Strategy (ORMLS) did not show a significant impact on improving the oral reading performance of the participants.
3. However, when exposed to the Oral Reading Mobile Teaching Strategy (ORMTS), there was a notable difference in the reading performance of the respondents, shifting from frustration to instructional levels. This suggests that ORMTS effectively enhances oral reading performance.
4. There is a significant difference in the oral reading performance of students using ORMTS compared to ORMLS. ORMTS proved to be more effective as an oral reading intervention strategy.
5. No significant relationship was found between the oral reading performance of Grade 7 students using both ORMLS and ORMTS when grouped according to their profile variables.
6. The Oral Reading Mobile Teaching Strategy (ORMTS), especially when supplemented with guided and repeated reading intervention activities, was found to be effective in

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improving reading performance. Other effective intervention activities include partner reading, echo-reading, and choral reading.

In summary, the analysis indicates that ORMTS significantly improves the oral reading performance of Grade 7 students.

RECOMMENDATIONS

Based on the findings and conclusions, the following recommendations are advanced:

1. Teachers should model effective reading through the Oral Reading Mobile Teaching Strategy (ORMTS), emphasize reading fluency, and provide enhancement activities. They should also reinforce reading strategies.
2. Curriculum planners should design effective reading programs, provide teacher training, and create opportunities for skill development.
3. Learners are encouraged to be self-motivated in reading, indulge in reading activities, and exert extra effort to develop their skills.
4. Future researchers are challenged to conduct studies validating findings and exploring the effectiveness of reading programs.
5. A proposed reading program should be designed based on study findings, including a reading comprehension examination, and emphasize teacher-student interaction.
6. Establishing partnerships with barangays to implement reading programs like ORMTS and creating mini-libraries to promote reading are recommended. Project MOBILE proposes engaging learners in more oral reading activities and establishing reading clinics.

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