

Assessment of Reading Anxiety and Oral Reading Fluency of Grade 11 Students: Towards Intervention Development

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INTRODUCTION



LINGUISTIC COMPETENCE



LINGUISTIC CONFIDENCE

(Tiongson & Rodriguez, 2016)

INTRODUCTION

- Communicating successfully in English involves knowing how to read well in various contexts as *English has now become a primary requirement for all academic levels and career opportunity development* for learners (Rajab et al., 2012).

Grade 10 = Fluency & Comprehension

(K to 12 English Curriculum Guide, 2013)

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- In advancing to higher grades, students encounter a variety of text genres and topics across content areas and **while several transition from middle grades as fluent readers, many others do not** (Paige & Magpuri-Lavell, 2014).
 - As the learners progress in the Senior High School, one of the chief goals of the English instruction is to make individuals ***read critically*** as the world demands of it (Gabelo et al., 2016).

**Proficient
and
Critical
Reading**

**READING
ANXIETY**

(Huang, 2012)

**Strong
Decoding
skills &
comprehe
nsion**

(Catts, Herrera, Nielsen, & Bridges, 2015)



➤ **Reading anxiety** is one of the most prominent factors that has a *debilitating influence on the oral reading fluency of students* in reading especially in a second or foreign language(Huang, 2012; Subasi, 2016).

RATIONALE

Grade 11 learners are struggling to read English words, phrases, sentences fluently during oral reading and class discussion.

Hesitations

Mispronunciation

Repetitions

Inappropriate
phrasing & pauses

Slow Paced
Reading

Dull expression

RESEARCH QUESTIONS

What is the level of students' reading anxiety and their oral reading fluency?

Is there a significant correlation between the level of students' reading anxiety and their oral reading fluency?

What intervention program can be designed to decrease the level of students' reading anxiety?

METHODS

- ❖ **Design:** Descriptive – correlational Design
- ❖ **Setting:** OCNHS – SHS
- ❖ **Respondents:** 163 Academic and TVL SHS learners
- ❖ **Instruments:**
 - ❖ *English Reading Anxiety Questionnaire* (Saito et al, 1999)
 - ❖ *Rubric for Oral Reading Fluency* (Rasinski, 2004)
 - ❖ *Oral Reading Fluency Material*

METHODS

- ❖ **Data Collection**

- ❖ **Ethical Consideration**

- ❖ **Data Analysis**

 - ❖ *Mean and Standard Deviation...*

FINDINGS

1. Determine the level of students' English reading anxiety

Construct	Mean	StDev
Anxiety level	2.53	0.34

Scale: 3.25-4.0 (Very High); 2.50-3.24 (High); 1.75-2.49 (Low); 1.00 - 1.74 (Very low)

Finding: The level of students' English reading anxiety is generally high. This implies that the students feel a profound level of discomfort or tension whenever they are asked to read in English.

FINDINGS

2. Assess the level of the students' oral reading fluency

Finding: The over-all level of the respondents' oral reading fluency is instructional. This indicates that on average, the respondents have fluent reading level in terms of accuracy, expression and volume, phrasing, smoothness, and pace.

Descriptive Statistics on the Level of Students' Oral Reading Fluency

Constructs	Mean	StDev
Accuracy	2.74	0.82
Phrasing	2.79	0.81
Smoothness	2.72	0.80
Pace	2.87	0.83
Overall reading fluency	10.85	3.04

Fluency Scale: 3.25-4.0 (Very fluent); 2.50-3.24 (Fluent); 1.75-2.49 (Fair); 1.00-1.74 (Poor)
Overall Fluency Scale: 12.01-16.0 (Independent level); 8.01-12.0 (Instructional); 4.0-8.0 (Fair)

Test of significant relationship between the level of students' English reading anxiety and oral reading fluency (ORF)

Variables	Test Statistics		Remarks
	r-value	p-value	
Reading Anxiety vs Accuracy	-0.263	0.001	Highly significant
Reading Anxiety vs Phrasing	-0.279	0.000	Highly significant
Reading Anxiety vs Smoothness	-0.359	0.000	Highly significant
Reading Anxiety vs Pace	-0.323	0.000	Highly significant
Reading Anxiety vs ORF	-0.323	0.000	Highly significant

Note : $p \leq 0.01$ Highly Significant at $\alpha = 0.01$ level

FINDINGS

3. Explore a significant relationship between the level of students' English reading anxiety and oral reading fluency

Finding: Result revealed a highly significant relationship between the two variables. This indicates that oral reading fluency in terms of accuracy, expression and volume, phrasing, smoothness and pace are influenced by the level of students' English reading anxiety. The less anxious the students are, the better their reading fluency is, vice versa.

CONCLUSION

- Despite the length of studying and being exposed to the English language since the completion of their elementary and Junior High School, students have not gained the desirable level of oral reading fluency for their grade and age – the independent reading fluency.
- The quality of the oral reading of students is relative on how they feel during the actual reading aloud engagement. Any level of worry, stress, fear, or nervousness affects the oral reading using the English language.
- Anxiety therefore is a predictor of oral reading fluency.

RECOMMENDATIONS

- Teachers must give utmost priority on securing a learning environment that is free from tension and anxiety.
- As facilitators of learning, teachers are suggested to provide a classroom that is supportive, warm, and friendly where non-threatening and non-embarrassing reading activities are applied, and non-intimidating texts are utilized.
- Harmonious collaboration must exist between principals or school heads and reading teachers to scheme programs and activities that will improve students' reading fluency.

RECOMMENDATIONS

- Reading anxiety management programs are also encouraged, especially in the Senior High School.
- Reading coordinators must work with teachers to scheme relevant and meaningful reading activities to make Senior High School students grow into independent readers.

RECOMMENDATIONS

- Adaptation and/or use of some reading evaluation tools for Senior High School is also suggested for validity and uniformity.

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