

Project RLEN (Reading in Easy Language Eradicates Non-Readers): Its Effect on Grade One Pupils' Reading Ability in Filipino

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Abstract. The most recurring problem in school is the presence of non-readers. The department and the teachers are trying to solve the problem by giving remediation to struggling readers. This research was designed by the researchers to make a beginning reading materials for Grade 1 pupils in Filipino. It is a back-to-the-basic method of reading where pupils need to learn the letter sound knowledge, initial sound identification, syllable reading, sentence reading, reading comprehension, listening comprehension and dictation. This research used the intervention Project RLEN Reading Assessment Tool in testing the pupils background in reading. It was given to identified 40 Grade One pupils of San Isidro Central School in Capiñahan, San Isidro, Leyte who had an emerging result in CRLA (Comprehensive Rapid Literacy Assessment). It was administered as pre and posttest. The significant difference of the result was determined through T-test, and a questionnaire was used to determine pupils' responses on whether they like the Project or not using the Likert Scale. The results showed that Project RLEN had a high effect because of its significant increase of pupils' performance in the areas of letter sound knowledge 25%, initial sound identification 25%, syllable reading 27.5%, word reading 55%, sentence reading 67.5%, reading comprehension 40%, listening comprehension 15% and dictation 40%. The significant difference of the pupils' reading performance after exposure to the intervention was 3.61. The pupils who liked the intervention best was 77.5%. The intervention Project RLEN was proven to be good and effective reading material for beginning reading for Grade one pupils in Filipino.

Introduction

Teaching reading in Grade 1 is both essential and challenging for teachers, as pupils have varying abilities and learning needs. Some children quickly develop reading skills, while others take more time, requiring different instructional approaches. Teachers often face difficulties in addressing reading challenges, especially when factors such as family background, health, and nutrition affect a child's learning progress. Since reading serves as the foundation for understanding all other subjects, it is crucial that teachers provide early and focused reading instruction to support learners' overall development.

In response to this need, the researchers developed Project RLEN as a strategy that complements the Marungko Approach in Filipino. This method emphasizes phonics and focuses on teaching correct letter sounds and blending them to form words, making it a phone-syllabic approach. Implemented during Synchronized Reading Time (SRT) or Remedial Reading Enhancement (RRE) sessions, the program monitored pupils' reading progress over time. Through this intervention, fast learners showed early reading success, while slower learners were given continued support to improve their skills.

Methodology

Design

This study used a quasi-experimental research design employing a pretest–posttest approach to determine the effectiveness of Project RLEN as a beginning reading intervention. The participants were 40 Grade 1 pupils identified with emerging reading levels based on the Comprehensive Rapid Literacy Assessment (CRLA). The Project RLEN Reading Assessment Tool served as the primary instrument to evaluate pupils' reading skills, including letter sounds, syllables, word and sentence reading, and comprehension. The intervention was administered over a set period, with pupils undergoing pre- and post-testing. A t-test was used to analyze significant differences in performance, while a Likert-scale questionnaire measured pupils' responses to the intervention.

Environment

The study was conducted at San Isidro Central School in Capiñahan, San Isidro, Leyte, a public elementary school serving pupils from diverse socio-economic backgrounds. The school focuses on early literacy, especially in Grade 1, where reading is a key foundation for learning. However, it faces challenges with non-readers and struggling readers, common in many public schools. Programs such as the Comprehensive Rapid Literacy Assessment (CRLA) and Synchronized Reading Time support reading development. Differences in pupils' readiness, home environment, and access to reading materials affect their progress. These conditions made the school a suitable setting for implementing Project RLEN to improve beginning reading skills.

Respondents

This study was given to 40 identified pupils who had low scores in CRLA. The chosen Grade one entrants were from San Isidro Central and was exposed to the intervention. This study made it certain that the rights of the pupils involved are taken care of. The researchers ensured that the data gathered was kept private.

Reading Areas Tested	Pre-Test		Post-Test	
	Passed	Failed	Passed	Failed
Letter Sound Knowledge	28	12	38	2
Initial Sound Identification	30	10	40	-
Syllable Word Reading	29	11	40	-
Word Reading	18	22	40	-
Sentence Reading	13	27	40	-
Reading Comprehension	9	31	25	15
Listening Comprehension	23	17	29	11
Dictation	8	32	24	16

Table1. Table of Pupils Responses in PROJECT RLEN

Research Instrument

The study utilized the Project RLEN Reading Assessment Tool as the primary research instrument to evaluate pupils' reading abilities. This tool measured key areas such as letter sound knowledge, initial sound identification, syllable reading, word reading, sentence reading, reading comprehension, listening comprehension, and dictation. It was administered as both a pretest and posttest to determine improvements after the intervention. In addition, a structured questionnaire using a Likert scale was used to gather pupils' responses regarding their interest and engagement with the project. These instruments provided both quantitative and qualitative data to assess the effectiveness of Project RLEN in improving beginning reading skills.

Data Collection Procedure

The researchers first secured permission from the school head to conduct the research among Grade 1 pupils. Upon approval, the researchers prepared and administered the pretest, followed by the implementation of the intervention and the posttest, with results carefully recorded. The study employed a one-group pretest–posttest design to compare pupils' reading performance before and after exposure to Project RLEN, aiming to assess its effectiveness in improving word decoding skills. Mean and Mean Percentage Score (MPS) were used for analysis, while a t-test determined significant differences. A Likert scale measured pupils' attitudes toward the intervention.

Data Analysis

Data were analyzed using both descriptive and inferential statistics to determine the effectiveness of Project RLEN. Mean and Mean Percentage Scores (MPS) were computed to measure pupils' performance in the pretest and posttest across key reading skills. Results showed notable increases in all areas, particularly in word and sentence reading. A t-test was employed to determine the significance of the differences, yielding a computed value of 3.61, which indicates a statistically significant improvement. Additionally, Likert scale responses were analyzed to assess pupils' perceptions, showing generally positive feedback toward the intervention.

Results and Discussion

Results

The results of the study demonstrate that Project RLEN had a substantial positive impact on the reading performance of Grade 1 pupils. Significant improvements were observed across all assessed areas, with the highest gains in sentence reading (67.5%) and word reading (55%), while letter sound knowledge, initial sound identification, reading comprehension, listening comprehension, and dictation also showed notable increases. The computed t-value of 3.61 confirms a statistically significant difference between pretest and posttest scores. Additionally, 77.5% of pupils reported positive attitudes toward the intervention, indicating both effectiveness and engagement.

Discussion

The findings of this study indicate that Project RLEN is an effective intervention for improving beginning reading skills among Grade 1 pupils in Filipino. Significant gains were observed across key areas, particularly in word and sentence reading, which are foundational for comprehension. Improvements in letter sound knowledge, syllable reading, reading comprehension, listening comprehension, and dictation further demonstrate the comprehensive impact of the program. The statistically significant t-value of 3.61 confirms the intervention's effectiveness. Additionally, the positive response of 77.5% of pupils reflects high engagement and acceptance, supporting Project RLEN as a practical and impactful tool for early literacy development.

Conclusion and Recommendations

The study concludes that Project RLEN is an effective and practical tool for enhancing beginning reading skills among Grade 1 pupils in Filipino. The intervention significantly improved performance across multiple reading areas, including letter sound knowledge, word and sentence reading, comprehension, and dictation, with a computed t-value of 3.61 confirming statistical significance. Furthermore, the positive reception of the program, with 77.5% of pupils expressing satisfaction, indicates high engagement and acceptance. Overall, Project RLEN demonstrates strong potential as a structured, phonics-based approach to support early literacy development in primary education.

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Competing Interests Statement

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this article.

Data Availability Statement

Data sharing is not applicable to this article as no new data were created or analyzed in this study; all data used were obtained from previously published sources as cited in the reference list.

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Appendices

No appendices are attached to this study.