

Reading Grouping for Reader Opportunities of Upgraded Progress (ReGroup) on Reading Development of the Intermediate Learners

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Abstract

This survey-correlational research was conducted to determine the reading grouping for reader opportunities of upgraded progress (ReGroup) and the reading development of the intermediate learners who were enrolled in Pinamuk-an Integrated Farm School in the School Year 2024-2025. Data in this study were collected using researcher-made questionnaires for reading grouping for reader opportunities of upgraded progress (ReGroup) and researcher-made test for the reading development with the demographic profile of the participants. The participants of this study were the 91 from the total population of 117 intermediate learners. The independent variable in this study was the reading grouping for reader opportunities of upgraded progress (ReGroup) while the dependent variable was the reading development. The statistical tools used in the data analyses were the frequency count, percentage, mean, standard deviation and Pearson r. All inferential tests were set at .05 Alpha. The findings of the investigations found out that the level of reading grouping for reader opportunities of upgraded progress (ReGroup) of the intermediate learners is "high". The level of reading development of the intermediate learners is "very high". There is a significant difference in the reading development among the levels of reading grouping for reader opportunities of upgraded progress (ReGroup) of the intermediate learners. There is a significant relationship between the reading grouping for reader opportunities of upgraded progress (ReGroup) and the reading development of the intermediate learners.

Keywords: ReGroup, Reading Development, Reading Grouping

Introduction

Reading comprehension is an essential skill that significantly impacts learners' academic success and lifelong learning. In the context of intermediate learners, especially those in public schools, developing effective reading strategies is crucial for fostering language proficiency, critical thinking, and overall literacy. Despite the importance of reading development, many learners face challenges due to limited resources, lack of effective reading interventions, and insufficient guidance on metacognitive strategies that enhance comprehension.

ReGroup (Reading Grouping for Reader Opportunities of Upgraded Progress) was a structured reading intervention designed to address these challenges by emphasizing metacognitive awareness and collaborative learning. The program focused on grouping learners based on their readiness levels and provided tailored opportunities for progress through targeted reading activities. By fostering metacognitive strategies such as self-questioning, contextual analysis, and reflection, ReGroup aims to empower learners to become independent readers with improved comprehension skills.

On the other hand, the reading development among intermediate learners is particularly critical as it serves as a bridge between foundational literacy and advanced academic reading. ReGroup builds on the idea that learners' engagement in collaborative reading sessions and reflective practices can significantly enhance their ability to process and analyze texts. Additionally, storytelling, as a complementary approach, aids vocabulary retention and comprehension by providing meaningful and emotionally engaging contexts for learning.

Literature Review

According to the study Sabat et al. (2017), ReGroup (Reading Grouping for Reader Opportunities of Upgraded Progress) of Intermediate Learners can benefit from problem-solving tasks. It was indicated that incorporating critical thinking activities into English classrooms significantly improves intermediate learners' critical reading skills. By adopting these tasks, ReGroup can further enhance comprehension and engagement among its learners. Problem-solving tasks encourage students to approach texts with a more analytical mindset, fostering a deeper connection to the material. This strategy can be especially effective in helping learners navigate complex texts and apply their knowledge in real-world contexts.

In addition, ReGroup (Reading Grouping for Reader Opportunities of Upgraded Progress) of Intermediate Learners considers the findings of Cui (2023), who investigated eye movement patterns in reading. His study reveals that intermediate learners' saccade choices are not always based on visually salient spaces, which may affect their efficiency. Designing reading materials with these insights can improve reading strategies and learner outcomes.

within ReGroup. By optimizing the layout and spacing of texts, ReGroup can facilitate more efficient reading patterns. This could help learners process information more effectively and reduce cognitive overload, leading to better comprehension and retention of material.

ReGroup (Reading Grouping for Reader Opportunities of Upgraded Progress) of Intermediate Learners aligns with the findings of Khoshhal et al. (2015) on the impact of enactive and vicarious pre-reading tasks. Their research shows that these activities increase learner responsibility for comprehension, fostering independence. Incorporating such tasks into ReGroup can enhance learner engagement and autonomy in the reading process. Pre-reading tasks allow students to activate their prior knowledge and set personal goals for comprehension. This approach supports ReGroup's emphasis on developing learners' ability to monitor their own understanding and take ownership of their learning journey.

The study by Chen et al. (2017) can enhance the ReGroup (Reading Grouping for Reader Opportunities of Upgraded Progress) by applying insight from the study. Their study highlights how orthographic awareness improves comprehension for advanced language learners. ReGroup can incorporate strategies that strengthen orthographic and phonological skills to benefit its intermediate learners. By focusing on the connection between sound and written form, ReGroup can help learners build a stronger foundation for recognizing words and interpreting texts. This approach ensures that learners are not only improving their comprehension but also reinforcing essential literacy skills.

The reading development among intermediate learners is particularly critical as it serves as a bridge between foundational literacy and advanced academic reading. ReGroup builds on the idea that learners' engagement in collaborative reading sessions and reflective practices can significantly enhance their ability to process and analyze texts. Additionally, storytelling, as a complementary approach, aids vocabulary retention and comprehension by providing meaningful and emotionally engaging contexts for learning.

Yunus and Chun (2016) in the study about Reading Development of Intermediate Learners, which investigated the use of reading bags to enhance academic reading strategies. Their findings reveal that structured activities positively influence reading habits and learner motivation. Encouraging consistent reading practices can lead to greater engagement with academic texts. Structured tools like reading bags could be adapted for intermediate learners to foster long-term reading habits.

Reading Development of Intermediate Learners is advanced through the teaching of reading comprehension strategies. Teaching these strategies enhances learners' confidence and self-efficacy, which are essential for sustained reading engagement. This approach also helps learners take ownership of their reading progress. By integrating these strategies, educators can create a more motivating reading environment. Comprehension strategies, such as predicting, summarizing, and questioning, allow learners to interact more deeply with texts. These techniques not only improve reading comprehension but also help learners become more independent in their learning (Valizadeh, 2021).

Reading Development of Intermediate Learners is supported by Sabet et al. (2017), who examine the impact of problem-solving tasks on critical reading skills. Their research demonstrates that engaging learners in analytical activities improves comprehension and critical thinking. Such tasks also encourage learners to approach texts more thoughtfully. Including problem-solving elements in reading programs can help intermediate learners build deeper understanding and analytical skills. By challenging students to think critically about the texts they read, these activities stimulate curiosity and enhance engagement.

Schema Theory, introduced by Bartlett in 1932, stated that the significance of prior knowledge in the process of understanding and interpreting new information. It posits that individuals rely on pre-existing mental frameworks, or schemas, to organize and make sense of new experiences or data. In the context of reading, these schemas enable learners to draw connections between the information presented in a text and their own knowledge or experiences, thereby facilitating comprehension. The ReGroup program leverages this principle by integrating metacognitive strategies that encourage learners to activate and utilize their schemas. Through activities such as predicting, questioning, and contextual analysis, learners are guided to link textual content with what they already know, enhancing their ability to process and retain new information. By fostering these connections, ReGroup not only improves comprehension but also empowers learners to approach reading with greater confidence and autonomy.

Reader-Response Theory, developed by Rosenblatt in 1978, highlights the dynamic interaction between the reader and the text, asserting that meaning is not solely embedded within the text but is co-constructed through the reader's personal experiences, emotions, and interpretations. This theory emphasizes that readers bring their unique perspectives to a text, which influences how they understand and connect with it. In the context of the ReGroup program, this theory is reflected in the use of storytelling, which encourages learners to engage deeply with reading materials. By integrating narrative texts that evoke emotions and relatable experiences, ReGroup fosters meaningful connections between the reader and the text. This interactive process not only enhances comprehension but also

motivates learners to view reading as an enriching and personal activity, empowering them to become more engaged and independent readers.

Methodology

This study used a survey-correlational method of research. The statistical tools employed in the analysis of the data were the frequency count, percentage, mean, standard deviation, One-Way Analysis of Variance (ANOVA) and Pearson r. All inferential tests were set at 0.05 alpha level of significance.

The participants of this study were the 91 from the total population of the 117 intermediate learners who were assessed under frustration and instructional level using the standardized test of Philippine Informal Reading Inventory Manual (Phil-IRI) who are officially enrolled at Pinamuk-an Integrated Farm School in the academic year 2024-2025. Stratified Random sampling was done by drawing of the sample from the population and then drawing separate random sampling from each stratum (Sullivan, 2008).

The required number of participants was determined using the formula of Taro Yamane. The sampling size was randomly selected using stratified random sampling by means of drawing lots. The proportional allocation was used to get the appropriate sample size from various groups or classes of the population involved in the study. This means that all the names of the students were written in rolled slips of paper and placed in a box. From the box, the required number of respondents was drawn. The name of the students that was drawn from each box served as the participants of the study.

The researcher gathered data on ReGroup using a thirty (30) - item researcher-made questionnaire with a five (5) - point scale. It was rated according to the level of Reading Grouping for Reader Opportunities of Upgraded Progress (ReGroup).

For statistical purposes, the following numerical weights were arbitrarily given to the respective positive responses.

Score	Responses
5	Strongly Agree
4	Agree
3	Neutral
2	Disagree
1	Strongly Disagree

To interpret the results of ReGroup, the scale and verbal description below were used:

Scale	Description
4.21-5.00	Very High
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.80	Very Low

The researcher gathered data on students' reading development using a twenty-five (25) item researcher-made test. This test was addressed to intermediate learners to the level of their reading development. To interpret the results of linguistic abilities, the scale and description below was used.

Scale	Description
20.01-25.00	Very High
15.01-20.00	High
10.01-15.00	Moderate
5.01-10.00	Low
0.00-5.00	Very Low

Findings

The core findings of the study, organized into emerging themes and patterns derived from the descriptive and inferential analysis of the ReGroup (Reading Grouping for Reader Opportunities of Upgraded Progress) program's impact on intermediate learners.

High Impact of ReGroup on Reading Performance

The descriptive data revealed that the level of ReGroup was rated "High" ($M = 4.13$, $SD = 0.37$). This indicates that most learners are making significant improvements in their reading performance. They have demonstrated better comprehension, expanded vocabulary, and a higher ability to infer meanings and analyze texts critically. This supports the notion that ReGroup is a meaningful strategy to accelerate reading development.

Very High Reading Development Among Intermediate Learners

Learners' reading development was rated "Very High" ($M = 20.82$, $SD = 2.61$), highlighting the effectiveness of the ReGroup strategy in improving literacy outcomes. Many learners were observed to confidently comprehend texts, identify authors' purposes and tones, and summarize key ideas. Their active participation in group reading also developed their confidence and motivation to engage with texts.

ReGroup Promotes Collaboration and Critical Thinking

ReGroup's collaborative structure allowed learners to engage in peer discussions, share ideas, and explore diverse perspectives. These group interactions enhanced their teamwork, communication skills, and analytical thinking. As supported by Sabat et al. (2017), incorporating problem-solving tasks within reading groups encourages critical reading and engagement.

Differentiated Outcomes Based on Engagement Levels

The inferential analysis (ANOVA) revealed a significant difference in reading development among the levels of ReGroup engagement ($F = 31.798$, $p < 0.000$). Learners who were more active in ReGroup activities demonstrated stronger reading development, while those with limited engagement showed slower progress. This implies that the level of participation directly influences the benefits gained from the program.

Strong Positive Relationship Between ReGroup and Reading Development

Pearson r analysis showed a significant and strong correlation between ReGroup and reading development ($r = 0.795$, $p = 0.028$). This confirms that higher engagement in reading grouping leads to greater literacy advancement. Learners in ReGroup showed improved fluency, comprehension, and overall academic performance. These findings are consistent with the work of Deci and Ryan (2020) and Samuels (2016), who emphasized the motivational and cognitive benefits of group-based reading instruction.

Discussion

The findings of this study demonstrate that the use of Reading Grouping for Reader Opportunities of Upgraded Progress (ReGroup) has a significant and positive impact on the reading development of intermediate learners. The interpretation, implications, and alignment with existing literature are discussed below.

The data showed that the ReGroup strategy was rated as "High" in effectiveness, and learners' reading development was found to be at a "Very High" level. This suggests that ReGroup supports learners in improving their ability to understand texts, analyze author intent, and develop critical reading skills. The structured nature of ReGroup enabled teachers to cater to learners' specific needs, contributing to better academic outcomes. The significant ANOVA result further indicates that varying levels of participation in ReGroup yield different outcomes in reading development, while the strong positive correlation between ReGroup and reading performance implies that higher engagement leads to stronger reading proficiency.

These findings imply that implementing ReGroup in classroom instruction can greatly benefit learners' academic growth. It highlights the need for differentiated instruction based on reading ability, as well as the importance of collaborative learning environments. Teachers and school administrators should consider providing structured reading groups as part of literacy programs, along with regular assessment and targeted interventions. Furthermore, teacher training should emphasize strategies for facilitating group-based learning to maximize learner participation and progress.

The study affirms the findings of Sabat et al. (2017), who showed that integrating problem-solving tasks into reading activities promotes critical reading and comprehension. It also echoes the insights of Yunus and Chun (2016), who emphasized the importance of teacher-led reading strategies for effective learning outcomes. The results support the self-determination theory of Deci and Ryan (2020), highlighting that ReGroup fosters intrinsic motivation through collaboration. Similarly, Samuels (2016) found that grouping learners by ability allows for peer interactions that clarify complex concepts and improve engagement.

These alignments with previous studies indicate that ReGroup is an evidence-based and learner-centered strategy that not only boosts reading development but also fosters communication, motivation, and lifelong learning habits among intermediate learners.

Conclusion

This study revealed several important insights regarding the implementation of ReGroup (Reading Grouping for Reader Opportunities of Upgraded Progress) and its impact on the reading development of intermediate learners in an integrated school at Aklan.

The level of ReGroup among learners was found to be "High", indicating that most learners experienced improved reading comprehension, vocabulary, and critical thinking skills as a result of structured groupings.

The level of reading development among the learners was rated "Very High", which suggests that the ReGroup strategy effectively supports the acquisition of higher-order literacy skills and reading fluency.

A significant difference was observed in the reading development of learners depending on their level of participation in ReGroup, highlighting the importance of consistent engagement in group-based reading activities.

A strong positive relationship was identified between the level of ReGroup and learners' reading development, confirming that increased engagement leads to stronger reading outcomes.

These insights confirm that ReGroup is a beneficial and effective reading intervention that supports both academic growth and social development. While the study produced valuable findings, certain limitations should be acknowledged:

Scope of the Population: The study focused solely on intermediate learners from one school, which limits the generalizability of the results to other grade levels or educational contexts.

Short-Term Evaluation: The study measured the impact of ReGroup within a limited time frame. Longitudinal data would be necessary to determine the long-term effectiveness of the intervention.

Self-Reported Measures: The use of researcher-made questionnaires and tests may have introduced bias or variability in how learners and teachers interpreted and responded to items.

External Factors: Other influences such as home environment, access to reading materials, and socio-economic background were not accounted for and may affect reading development outcomes.

Suggestions for Future Research

Expand the Scope: Future studies may include learners from multiple schools, districts, or grade levels to enhance the generalizability of results and better understand how ReGroup functions in diverse settings.

Conduct Longitudinal Studies: Evaluating the long-term impact of ReGroup over several academic years would help determine its sustainability and deeper effects on reading proficiency.

Explore Additional Variables: Further research may investigate how motivation, parental support, digital tools, or teacher training influence the success of reading interventions.

Use Mixed Methods: Combining quantitative and qualitative approaches can provide deeper insight into learner experiences, challenges, and perceptions regarding reading level grouping.

Develop Comparative Models: Comparing ReGroup with other instructional strategies can help determine which methods are most effective for specific learner profiles or contexts.

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