

Navigating Through Linguistic Challenges: Analyzing Oral Reading Miscues

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Abstract

This study investigates the oral reading miscues among Grade 9 learners in the Cordillera Administrative Region (CAR) to improve their reading performance. Conducted in a mixed-method approach, the research involved 19 learners identified at the frustration level in Filipino reading, based on the Philippine Informal Reading Inventory (Phil-IRI) Assessment through the *Panrehiyong Programa-Interbensyong Pagbasa sa Sekondarya (PRO-IPS)*.

The study's objectives included identifying common miscues such as mispronunciation, repetition, and omission, and exploring the factors contributing to these errors. Quantitative data were collected through oral reading assessments, while qualitative insights were gathered through informal interviews.

Results indicated that mispronunciation was the most frequent error, followed by repetition and omission. Interviews revealed that learners' linguistic backgrounds, such as the dominance of English at home and in private schools, as well as digital distractions, significantly influenced their reading performance.

The study concludes with recommendations for targeted interventions, such as strengthening Filipino language instruction and balancing digital and traditional reading practices to address these challenges and enhance learners' reading proficiency.

Keywords: Oral Reading Miscues, Reading Performance, Linguistic Background, Filipino Language Proficiency, Cordillera Administrative Region

INTRODUCTION

Reading literacy is universally acknowledged as a critical component of lifelong learning. It is the foundation for all academic learning (DepEd, 2018). It is also the foundation for acquiring knowledge and skills across different disciplines and is essential for better participation in society. The Programme for International Student Assessment (PISA) emphasizes the global importance of reading literacy, assessing learners' abilities to understand, use, and reflect on written texts to achieve their goals, develop their knowledge, and participate in society. In recent assessments, there has been a growing concern regarding reading proficiency among students, particularly in multilingual and diverse societies (OECD, 2021).

This urged many countries, including the Philippines to put more effort into reading literacy improvement making it one of the priorities of the Department of Education (DepEd, 2018). It is evidenced by various programs and policies aimed at improving reading skills among Filipino students. The Enhanced Basic Education Act of 2013 (Republic Act No. 10533) stresses the importance of reading and literacy as foundational competencies to be developed from the early grades. Furthermore, the "Every Child a Reader Program" (ECRP) was launched to ensure that every Filipino child can read at their grade level, focusing on early intervention to address reading difficulties (DepEd, 2022). This has become the basis for conducting the Philippine Informal Reading Inventory (Phil-IRI), an assessment tool that helps teachers design and provide appropriate reading instruction for learners.

Despite these efforts, recent assessments have revealed significant challenges in reading proficiency among Filipino students. The 2018 PISA results, for instance, showed that the Philippines ranked lowest in reading literacy among 79 countries, highlighting a critical need for targeted interventions (OECD, 2021). The

result of latest the National Achievement Test (NAT) also showed these findings, particularly among students in public schools.

The Cordillera Administrative Region (CAR) presents a unique context for reading literacy, due to its rich linguistic diversity. Students in this region speak a variety of indigenous languages posing challenges when learning Filipino, the national language. This linguistic diversity, while culturally enriching, may complicate the development of reading skills, particularly in Filipino. Previous studies in CAR have indicated that students often struggle with reading comprehension in Filipino, a challenge that is further intensified by the region's geographical isolation and limited access to educational resources (DepEd-CAR, 2022).

Understanding the specific reading difficulties faced by students in CAR is essential for developing effective interventions. In this regard, oral reading assessments provide valuable insights into students' reading abilities, particularly in identifying errors or miscues that may hinder their reading comprehension. Miscues, such as mispronunciations, omissions, and substitutions, can reveal underlying difficulties in decoding, language comprehension, and fluency. By systematically identifying and analyzing these miscues through the Phil-IRI, educators can plan interventions to address the specific needs of their students to enhance overall reading performance.

Theoretical frameworks provide a lens for these reading difficulties to be understood and addressed. Vygotsky's sociocultural theory, for example, emphasizes the role of social interaction and cultural tools in learning. In the context of reading, this theory suggests that students' reading abilities are influenced by their linguistic environment and the cultural context in which they learn. For students in CAR, the interaction between their home languages and Filipino plays a significant role in their reading development (Vygotsky, 1978).

Another relevant theoretical framework is the Simple View of Reading, proposed by Gough and Tunmer (1986) stating that reading comprehension is the product of decoding and linguistic comprehension. This model is useful in understanding the types of oral reading errors that students make. Difficulties in decoding, for instance, may manifest as mispronunciations or substitutions, while challenges in linguistic comprehension may lead to omissions or insertions. By applying this model, educators can better understand the specific reading challenges faced by their students and develop specific strategies to improve both decoding skills and comprehension.

Given the critical importance of reading literacy, especially in multilingual contexts like the Cordillera Administrative Region, this study aims to identify and analyze the specific errors or miscues in oral reading among Grade 9 learners. By understanding the nature and frequency of these errors, educators can develop more effective interventions to enhance reading performance. This study, therefore, contributes to the broader efforts to improve reading literacy in the Philippines, particularly in regions with unique linguistic and cultural contexts.

The primary objective of this study is to determine errors in oral reading in Filipino to develop appropriate interventions to enhance reading performance.

There are two specific objectives of the study. First was to identify the types of oral reading errors (miscues) among Grade 9 learners. Second, to explore the factors contributing to these errors based on students' linguistic backgrounds and educational experiences.

METHODOLOGY

Research Design

This study employed a Sequential Explanatory Design, a type of mixed-methods research that integrates both quantitative and qualitative data collection and analysis. It began with the collection of quantitative data through oral reading assessments, followed by the qualitative phase, which involved informal interviews with the students.

The quantitative phase focused on identifying and categorizing the types of oral reading errors or miscues made by the students during the reading assessment. This phase provided a broad overview of the frequency of errors in the different types of miscues such as mispronunciation, omission, substitution, insertion, repetition, transposition, and reversal.

Following the quantitative analysis, the qualitative phase discovered the underlying reasons for these errors. Informal interviews with the students were conducted to gain insights into their linguistic backgrounds, previous educational experiences, and attitudes towards reading in Filipino. This provided deeper understanding of the contextual factors that contributed to the observed reading difficulties.

Population and Locale of the Study

The study focused on 19 Grade 9 learners from a school in the Cordillera Administrative Region who have been identified as having difficulty reading in Filipino. These students were selected based on their performance in the *Panrehiyong Programa-Interbensyong Pagbasa sa Sekondarya (PRO-IPS)* as part of the implementation of the Philippine Informal Reading Inventory (Phil-IRI) Assessment during the School Year 2023-2024. The selection criteria included students who were classified under the frustration level in the initial Group Screening Test, indicating significant challenges in reading comprehension and fluency in Filipino. The population represents a diverse group of students with varying linguistic backgrounds, providing a rich context for analyzing oral reading errors.

Data Gathering Instrument

The primary instrument used for data collection is the Phil-IRI Assessment Tool contextualized as *Panrehiyong Programa-Interbensyong Pagbasa sa Sekondarya (PRO-IPS)* in the Cordillera which was specifically designed by the Department of Education – Cordillera Administrative Region (DepEd-CAR). This assessment tool includes an Error Identification and Description Guide that categorizes errors or miscues in oral reading into seven types: mispronunciation, omission, substitution, insertion, repetition, transposition, and reversal. The PRO-IPS is a recognized contextualized tool for assessing reading proficiency in Filipino and is specifically suited for identifying specific reading difficulties in students.

Data Gathering Procedure

The data gathering process began with the Group Screening Test for all Grade 9 learners. In this test, students were required to silently read the text "Ang Alamat ng Benguet Lily" and answer 10 comprehension questions. Based on their scores, students were classified into three categories:

Table 1: Reading Comprehension Level of Learners

a.	Frustration Level (<i>Pagkabigo</i>)	Students who scored between 1 and 6
b.	Instructional Level (<i>Pampagkatuto</i>)	Students who scored between 7 and 8
c.	Independent Level (<i>Malaya</i>)	Students who scored between 9 and 10

Students classified under the frustration level, who showed significant challenges in reading comprehension, proceeded to the next phase of the assessment. In this phase, the students participated in an Individual Oral Reading Test where they read the same text aloud in a controlled environment. The teacher identified and tallied the errors using the List of Miscues in Oral Reading provided in the Phil-IRI Form 3A, Page 2. Each type of miscue was recorded, and the frequency of each error type was calculated for each student then results were totalled per miscue.

To complete the quantitative data, informal interviews were conducted with the students to explore the reasons behind their reading difficulties. The interviews focused on the reason why learners have difficulty reading in Filipino. This qualitative data provided valuable context for understanding the specific challenges faced by the students.

Treatment of Data

Through descriptive statistics, the data collected from the oral reading assessments were ranked and analyzed based on the total frequency of each type of miscue (mispronunciation, omission, substitution, insertion, repetition, transposition, and reversal).

In addition to the quantitative analysis, the qualitative data from the informal interviews were analyzed to explain the quantitative findings using thematic analysis that provided insights into the contextual factors that influenced these errors.

RESULTS AND DISCUSSION

In this section, the types of miscues observed during the oral reading assessment are analyzed. Each type of miscue is defined and discussed in the context of the results obtained from the study.

Table 2 presents the rank of the result of miscues incurred by grade 9 learners based on the conducted Oral Reading Test.

Table 2: Ranking of the Different Types of Miscues Based on Frequency of Error

Miscues in Oral Reading	Frequency of Error
Mispronunciation (Maling Bigkas)	133
Repetition (Pag-uulit)	110
Insertion (Pagsisingit)	42
Omission (Pagkakaltas)	41
Substitution (Pagpapalit)	22
Transposition (Pagpapalit ng lugar)	0
Reversal (Paglilipat)	0

Types of Miscues in Oral Reading

Mispronunciation (Maling Bigkas)

Mispronunciation occurs when a reader incorrectly pronounces a word, which could involve errors in vowel or consonant sounds, stress patterns, or syllable divisions (Ouellette, 2020).

Mispronunciation was the most frequent error, indicating that many students struggled with the correct pronunciation of Filipino words. This may be due to limited exposure to Filipino outside the classroom, particularly for those who speak English or an indigenous language at home. This result is consistent with the findings of Wren (2020), which emphasize that phonological awareness is crucial for reading fluency and comprehension, especially in multilingual contexts like the Cordillera Administrative Region (CAR).

Repetition (Pag-uulit)

Repetition involves the reader repeating a word or phrase, often due to uncertainty or self-correction (Bowers and Bowers, (2021). Repetition could be partial or full repetition. Ranking second as the most frequent error based on the result, repetitions in oral reading could indicate that students are unsure of their pronunciation or comprehension and thus repeat words to confirm their understanding. However, excessive repetition can slow down reading and reduce comprehension. The findings are consistent with studies by Lee and Chen (2020), which suggest that repetition may indicate difficulties with word recognition or anxiety during reading.

Insertion (Pagsisingit)

Insertion occurs when the reader adds extra words or sounds that are not present in the text, often due to overgeneralization or anticipation of upcoming words (Castles, Rastle, & Nation, 2021). This third-in-rank miscue may result from a reader's attempt to make sense of a text by adding familiar elements that they believe should be present. This strategy may lead to inaccuracies if the reader over-relies on context rather than actual word recognition.

This indicates lack of confidence in decoding skills, leading the reader to overcompensate by inserting words. As noted by Stanovich (2021), insertions can be particularly problematic in early reading development, as they suggest difficulties in maintaining the integrity of the text during reading.

Omission (Pagkakaltas)

Omission occurs when the reader skips over words or phrases, either intentionally or unintentionally (Burgess and Sood, 2021). Though classified as the fourth most frequent miscue in the conducted oral reading, this type of miscue can hinder comprehension, as it often leads to a loss of meaning in the text and suggests difficulties with decoding, fluency, or maintaining attention to detail.

The occurrence of omissions may indicate difficulties with text processing speed or an attempt to simplify complex sentences. This is particularly problematic in Filipino, where omitting critical particles or connectors can significantly alter the meaning of a sentence. The study's findings align with the research by Torgesen (2021), which found that omissions are often linked to insufficient practice in reading fluently in a second language.

Substitution (Pagpapalit)

Substitution involves replacing a word with another that may look or sound similar or fits the context (Nation, and Snowling, 2021). This type of miscue often reflects a reader's attempt to use a more familiar word that fits the context, even if it alters the meaning. This error suggests that some students rely on their understanding of the text's context to guess unfamiliar words, which can lead to inaccuracies. This behavior is often observed in bilingual learners who may be more comfortable with one language and therefore prone to substituting unfamiliar Filipino words with English or another language. The findings correlate with those of Hakuta and Diaz (2022), who note that substitution is common among bilingual learners, particularly in contexts where the instructional language differs from the student's home language.

Transposition (Pagpapalit ng Lugar)

Transposition occurs when a reader reverses the order of letters within a word or words within a sentence (Pape and Grosche, 2020). Although not present in the data, transpositions indicate difficulties with visual or cognitive processing and may suggest issues with reading fluency and accuracy if observed. This error indicates difficulties with syntax and sentence structure. Such errors are less frequent but can significantly impact the meaning of the text. According to research by Snow and Matthews (2022), transpositions are more common in languages with complex syntactic structures, which may explain their lower frequency in this study, given Filipino's relatively straightforward syntax.

Reversal (Paglilipat)

Reversal involves the reader reversing the order of letters within a word, such as reading "was" as "saw." (Ziegler & Perry, C. 2020).

This type of error is often linked to difficulties with visual processing or letter recognition. It is less common but can significantly impede reading fluency and comprehension when they occur. The results align with the findings of Adams (2021), who highlighted that reversal errors are indicative of early stage reading development challenges, often seen in learners who have not fully mastered letter recognition should be monitored closely.

Factors Affecting Learners' Reading Performance

The qualitative data from the informal interviews revealed that the following are common underlying reasons that affected learners' reading performance in Filipino:

Prevalence of English at Home and in Private schools

Based on the informal interviews, some learners were raised with English as their first language setting aside the use of basic Filipino. It was also revealed that English was given more importance in some private schools as they adhere to the "English Speaking Zone Policy". While this is one effective strategy for

schools to achieve the goal of DepEd which is to produce globally competitive learners it poses challenges to the reading literacy in Filipino because there is no constant use of the language. This has contributed to learners' frequent miscues in the reading performance due to unfamiliarity with Filipino terms.

In the study of Dela Cruz & Santiago (2021), it was found that children who primarily speak English at home and in educational settings often face difficulties understanding and processing texts in Filipino. This gap in reading comprehension is attributed to limited exposure to Filipino vocabulary and grammar, leading to lower proficiency in reading and understanding Filipino texts. The findings suggest the need for more balanced language instruction that strengthens Filipino language skills to improve comprehension and academic performance in the subject.

Influence of Digital Distractions such as Mobile Games and Social Media

Due to digital distractions like mobile games and social media, there is reduced reading practice and less engagement with reading activities especially Filipino texts. Learners revealed that they most likely spend their time in mobile games and social media such as Facebook, TikTok, YouTube and Instagram as they find it more entertaining than merely reading texts but not noting that it affects their attention span, speed, comprehension and cognitive processing.

This resulted to high frequency of miscues like insertions and omissions which might reflect a lack of sustained reading practice and attention. O'Reilly et al. (2022) stated that increased screen time is associated with decreased reading engagement and comprehension, highlighting the need for balanced digital consumption and traditional reading.

CONCLUSION AND RECOMMENDATION

Conclusion

The study's findings reveal that mispronunciation and repetition are the most frequent types of miscues among Grade 9 learners in the Cordillera Administrative Region (CAR). These errors suggest significant challenges in phonological awareness and fluency in reading Filipino due to limited exposure to the language in their multilingual environment.

Additionally, the less frequent errors such as omissions and substitutions point to issues with decoding and word recognition, which are worsened by the learners' unfamiliarity with Filipino vocabulary and grammar.

The absence of more advanced miscues like transpositions and reversals indicates that while foundational reading skills are present, there are gaps in fluency and comprehension that need to be addressed. The qualitative data further highlights the impact of learners' linguistic backgrounds and digital distractions on their reading performance.

The prevalence of English in both home and school environments, along with the influence of digital media, has contributed to the difficulties learners face in reading Filipino texts. This emphasizes the need for targeted interventions that strengthen Filipino language skills and promote balanced reading habits, particularly in the context of a digital age that competes for learners' attention.

Recommendation

To enhance reading performance in Filipino among learners in CAR, it is recommended that schools implement a more balanced bilingual approach that integrates Filipino language development alongside English instruction. This can include the use of culturally relevant reading materials in Filipino, as well as increased opportunities for oral reading practice within the classroom. Additionally, educators should address digital distractions by promoting structured reading activities and incorporating digital literacy into the curriculum. Encouraging a reading culture that values both traditional and digital texts can help improve learners' fluency and comprehension in Filipino, thereby reducing the frequency of oral reading miscues and supporting overall academic success.

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