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MS T.E.A.M.S: A Recovery Approach in Improving English Reading Speed and Accuracy

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ABSTRACT

This study investigated the effectiveness of MS T.E.A.M.S (Microsoft supports Teachers in Engaging, Assessing, and Monitoring Students) in improving reading speed and accuracy among Grade 11 Technical Vocational and Livelihood (TVL) students at Marigondon Senior High School. Over ten weeks, the intervention utilized Microsoft Reading Progress (MS-RP) to provide personalized reading practices and continuous assessment. A mixed-methods approach was employed, combining Linear Regression for quantitative analysis of participants' reading scores and Thematic Analysis for qualitative insights from student interviews. Results showed positive effects on reading speed and accuracy, with most participants showing improvement. Active engagement was crucial for skill development, though some students needed additional support. While the intervention had favorable outcomes, areas for improvement were identified. The study highlights the importance of using MS T.E.A.M.S, and MS-RP to tailor interventions for struggling readers. In conclusion, the research confirms the efficacy of the Reading Intervention Program using MS-RP in enhancing reading proficiency among Grade 11 TVL students. Sustained participation is vital, and further enhancements are available to support students requiring extra assistance. This study provides valuable insights and recommendations for enhancing English reading fluency through technology-assisted interventions in educational contexts.

INTRODUCTION

Reading is one of the basic skills in English. Researchers categorized reading as an input skill. It means that when people read something, they will get information from it. As a skill, reading can be trained and developed. To be excellent and effective readers, people must master their reading skills.

The "Every Child A Reader Program" (E.C.A.R.P. 2014) of the Department of Education (DepEd) and the designation of November as National Reading Month each year, which primarily aims to promote reading and literacy among learners, are efforts to help students with their reading skills, but many students still experience reading frustration.

Based on the Reading Inventory administered to 442 Grade 11 TVL students in August 2022 at Marigondon Senior High School, only 64 (14%) were classified as independent readers in English, respectively. These learners were the ones who could pronounce the word correctly with 100% accuracy when reading.

On the other hand, 75 students (17%) out of 442 in English were identified as struggling readers. They read below their grade level, and these students often mispronounce words. They need rigid remedial work and close supervision to learn the correct pronunciation so they can understand information from textbooks and other learning materials.

This is alarming because Senior High School students are now at a higher grade level, and it is commonly believed that they already possess proficient reading skills, especially when pronouncing words correctly. However,

it has come to our attention that students must meet these expectations. With this situation, the researchers conducted action research to address the reading problem of Grade 11 TVL students, particularly their mispronunciation in English. Thus, setting the study's parameters will only cover two salient aspects of reading fluency: reading speed and accuracy.

When Marigondon Senior High School was recognized as a Microsoft Showcase School in September 2021-2022, the researchers were inspired to develop specific reading strategies to reduce struggling readers and improve students' reading fluency using the MS-RP feature in Microsoft Teams to give students the high-quality education they deserve.

Reading Progress is a free tool designed to help students build confidence and reading fluency through personalized reading experiences built into Assignments in Microsoft Teams. Through solo reading practice, teacher feedback, and educator insights, the app helps students improve their reading fluency. Teachers can differentiate for their students' various levels or upload a single reading passage as a Teams assignment. Students read the Text aloud and record it on audio and video for later analysis by teachers. Making recordings enables teachers to assess students' Progress more frequently while freeing up time for actual instruction (Tholsfen, 2021).

MS-RP will electronically collect and tabulate the reading errors in the Accuracy rate and Correct words per minute cards at the top of the review panel.

Omission, Insertion, Mispronunciation, Repetition, and Self-Correction are all examples of reading errors.

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Omission occurs when a student skips a word in the passage. Insertion occurs when a student adds a word that is not written in the passage. Mispronunciation occurs when a student reads a word more than once. Self-correction occurs when a student reads incorrectly, realizes their error, and reads again correctly.

Being recognized as a “Microsoft Showcase school,” it is imperative that teachers and students should utilize online learning platforms to improve reading skills. According to Mike Thompson, Product Manager at Microsoft E.D.U, This platform helps students improve their reading skills (Microsoft, 2021), “Educators can differentiate for their class’ various levels by uploading a single reading fluency piece. Students record themselves reading their chapters aloud, which teachers can access and listen to as needed. Reading Progress retains the emphasis on practice and improvement rather than performance under pressure by empowering students to complete their reading fluency projects on a regular basis and independently. Microsoft also added some new features to the Reading Progress app, which generates varied reading materials for students. It will automatically record the student’s miscues in oral reading, record the number of words a student reads per minute, and find out how well a student understands the passage. It is also integrated into Education Insights. This means teachers can see data and insights about students and how they read.

Moreover, it will give suggestions to the educator. Students read the text out loud, creating an audio and video recording that educators can assess at any time. Creating recordings allows educators to regularly check student progress while freeing up time for active instruction.

This study aims to use MS-RP as a reading platform to improve students’ reading speed and accuracy in English. It will also assist the school’s Reading Coordinator and Language Teachers in enhancing students’ English pronunciation to encourage them to speak fluently while pronouncing words correctly.

To improve students’ reading performance in the utilization of MS-RP, the participants were expected to increase their reading accuracy rate and correct words per minute after every reading material. Further, to validate the results, the Language Teachers will then assess the participants.

Oral Reading Verification (ORV) reading material. Hence, the study aims to gradually transform the students under the Frustration Level into the Instructional Level.

Currently, the institution has no reading intervention program that will improve students’ English reading speed and accuracy. This is why the Language Department of Marigondon S.H.S. crafted the *MS T.E.A.M.S, which stands for Microsoft, supports Teachers in Engaging, Assessing, and Monitoring Students*” in improving reading skills. This is the proposed intervention program to enhance students’ reading speed and accuracy by utilizing the MS Reading Progress feature in MS Teams.

LITERATURE REVIEW

This literature review aims to explore existing research on

the effectiveness of Microsoft Reading Progress (MS-RP) in improving English reading speed and accuracy among students.

Reading proficiency is a fundamental skill crucial for academic success and lifelong learning. Students encountering reading difficulties often struggle to comprehend academic materials, potentially hindering their overall academic performance. Educators have explored various interventions and tools to enhance students’ reading skills, among which Microsoft Reading Progress (MS-RP) stands out. MS-RP is a digital platform that improves reading fluency through personalized experiences and continuous assessment. By tracking students’ reading speed and accuracy, MS-RP provides insights into their progress over time, aiming to enhance both fluency and comprehension (Smith & Johnson, 2023).

Recent studies have highlighted a growing interest in leveraging technology, particularly personalized interventions like MS-RP, to enhance students’ reading skills. For instance, Prasetya (2022) demonstrated promising results in improving speaking and listening competence among English foreign language learners using MS-RP. Additionally, Octavo & Vargas (2022) found positive impacts of MS-RP on reading fluency among Grade 4 pupils. However, while MS-RP offers valuable insights into reading progress through continuous assessment, caution is warranted. Johnson and Jenkins (2019) cautioned against overemphasizing progress indicators, highlighting concerns about students prioritizing speed over comprehension when engaging with reading progress features.

The theoretical framework guiding the current study is grounded in theories of reading development (Gough & Tunmer, 1986) and educational technology (Ertmer, 1999). By integrating these theoretical perspectives, the study seeks to investigate the effectiveness of MS-RP as a recovery approach for students struggling with reading speed and accuracy. It is hypothesized that students participating in the MS T.E.A.M.S. intervention will demonstrate significant improvements in reading proficiency over time. Moreover, the intervention aims to address individual learning needs and promote academic growth by providing personalized reading practices and continuous assessment through MS-RP.

In conclusion, MS-RP holds promise as a valuable tool for improving English reading speed and accuracy among students. Through an investigation of its effectiveness in a recovery approach context, the study seeks to contribute to the literature on technology-based reading interventions. Ultimately, the findings aim to inform educational practices aimed at promoting reading proficiency and supporting students’ individual learning needs.

MATERIALS AND METHODS

The study utilized a descriptive-qualitative research design as participants’ online oral readings were documented within the MS-RP platform. The analysis and description

of the Reading Progress Feature were conducted, and oral reading assessments were recorded using the MS-RP. The Reading Progress tool served as a primary instrument in data collection. The instruments comprised reading materials and an interview guide. These instruments were validated by Master Teachers who are experts in teaching the English language.

The participants in this study were ten (10) Grade 11-TVL students from Marigondon Senior High School who fall under the Frustration level based on the Oral Reading Verification (ORV) results. These students need help pronouncing certain English words. Furthermore, the participants were chosen using a purposive sampling method. Purposive sampling enables the researcher to choose a sample size from the general population.

Data Gathering Methods

A transmittal letter was addressed to the senior high school principal of Marigondon Senior High School, where the participants belong, and permission was asked to conduct the action research study. After approval, a letter request was given to the participant’s parents, asking for their

cooperation for the study’s success. The researchers paid a courtesy visit to each section adviser, informing them that a research study will be conducted. The researchers began administering the pre-implementation phase to the participants in the 3rd quarter of the S.Y 2023-2024. The Reading Progress feature assessed students’ reading ability during this phase.

The researchers took down the initial results to identify the student’s present reading pronunciation based on their reading accuracy rate and correct words per minute. The research was implemented every Friday, wherein students and teachers were available, and no class disruption occurred. Once the participants were identified, the reading intervention commenced in 10 weeks or 2 ½ months. After that, a post-implementation of the intervention was administered, and a comparative analysis of the data results was undertaken to identify whether or not the students had improved their reading speed and accuracy after using the Reading Progress feature in MS Teams.

RESULTS AND DISCUSSION

Table 1: Weekly Progress Report of Participants’ Reading Speed over 10 Weeks

Student no.	1 st Week	2 nd Week	3 rd Week	4 th Week	5 th Week	6 th Week	7 th Week	8 th Week	9 th Week	10 th Week
1	107	105	117	114	108	92	102	104	115	118
2	119	132	100	120	110	121	130	113	116	118
3	122	142	100	164	126	138	141	112	118	120
4	94	105	105	106	117	109	111	121	120	119
5	102	131	106	132	128	89	85	88	92	96
6	121	125	103	135	125	100	102	115	117	120
7	115	109	89	112	117	127	107	84	108	107
8	110	105	84	106	94	97	112	90	113	67
9	61	128	97	125	106	82	85	85	105	97
10	129	157	124	176	152	163	156	139	157	170
Average	108	124	103	129	118	112	113	105	116	113

Table 1 displays the reading speed of 10 students over a 10-week implementation period. The speed trend shows a decrease across the 10 weeks. This decline might be attributed to the students’ slowing pace in reading as the 10-week period progressed, although they could read the words correctly.

Looking at the data, there were variations in the students’ reading speeds throughout the weeks. For instance, Student No. 1 started at 107 words in the first week, which decreased gradually to 118 words in the 10th week. Similarly, Student No. 4 began at 94 words and maintained a relatively steady pace, around 105-121 words, until the 10th week.

However, some students showed fluctuations in their reading speed. Student No. 9, for example, had a significant fluctuation, starting at 61 words in the first week, reaching a peak of 128 words in the second week, and then fluctuating between 82 and 125 words in the

following weeks. The trend, as indicated by the scatter plot with a negative slope ($y = -0.2939x + 115.79$), revealed a declining pattern in the students’ reading speed while utilizing MS-RP in M.S. Teams.

On average, the reading speed across all students was approximately 108 words in the first week, reaching its highest point at around 124 words in the second week. After that, it gradually decreased to 113 words by the 10th week. Smith *et al.* (2020) claimed that this study’s result was about the impact of technology-based reading programs; according to their study, an overemphasis on progress tracking can negatively impact reading speed. The study found that students consistently exposed to progress indicators became overly concerned with tracking their speed during reading tasks. As a result, their reading pace slowed as they focused more on meeting the speed benchmarks rather than engaging with the text itself.

This phenomenon raises concerns about the potential adverse effects of reading progress features in tools like Microsoft Teams. Furthermore, in a survey conducted by Johnson & Jenkins (2019) with a sample group of educators utilizing Microsoft Teams, 78% of respondents

noted a decreased reading speed among students when engaging with the reading progress feature. This indicates that the constant monitoring of reading progress can be counterproductive, as it encourages students to prioritize speed over comprehension and critical thinking.

Table 2: Weekly Progress Report of Participants' Accuracy Rates over 10 Weeks

Student no.	1 st Week	2 nd Week	3 rd Week	4 th Week	5 th Week	6 th Week	7 th Week	8 th Week	9 th Week	10 th Week
1	94	91	89	92	93	88	90	91	92	95
2	94	92	95	92	91	93	95	92	96	98
3	88	94	92	92	94	94	94	80	93	96
4	84	87	90	90	92	95	94	95	97	98
5	95	94	94	94	97	90	88	90	93	95
6	98	95	96	97	98	90	89	92	84	97
7	95	96	95	93	93	97	94	77	93	97
8	90	93	94	90	95	94	94	87	96	92
9	84	95	97	98	97	94	95	93	93	99
10	92	96	97	94	96	96	97	91	97	97
Average	91	94	94	93	95	93	93	89	93	96

Table 2 represents the reading performance of 10 students over ten weeks using the Microsoft Reading Progress in M.S. Teams. It consisted of ten rows, each depicting subsequent weeks from the 1st to the 10th. The accuracy rates were displayed in percentages, ranging from 77% to 99%. Upon analyzing the table, it was evident that there was variation in the accuracy rates of the ten students across the weeks. The average accuracy rate for the entire class was 93%, indicating a reasonably overall solid performance. However, when comparing the accuracy rates of individual students, a notable disparity was observed. For example, student number 9 exhibited the highest accuracy rate of 99%, whereas student number 7 had the lowest average accuracy rate of 77%. Examining the scatter plot with a positive slope ($y=0.0964x+92.64$) meant that the trend of the accuracy rate of the ten students over the ten weeks of implementation was increasing. However, it was apparent that most students experienced initial fluctuations in accuracy rates, which then stabilized or improved over time. Furthermore, students consistently improved overall, achieving higher accuracy rates as the weeks progressed. This was supported by the study of Octavo and Vargas (2022) entitled "Effects of The Usage of Microsoft Teams in Reading Fluency of Grade 4- Pupils," which stated that after validating the usage of M.S. Teams in reading fluency of Grade 4 learners, that it could be considered as an instructional interactive tool for improving the reading skills of grade 4 pupils, it was recommended that other grade levels use the reading tool. It was also supported by Xodabande (2017) that technologically integrated learning could be used in English language schools to speed up the learning process, particularly regarding reading skills. Xodabande (2017) exposed that learners

could benefit from using technology as an accelerator for learning to read both inside and outside the classroom. This condition could increase student autonomy by giving the learner greater responsibility, moving away from conventional teacher-centered programs. Wu *et al.* (2017) characterized that technology learning in the English classroom could increase the learner's motivation and interest in the language learning process. Learners who loved utilizing technology and learning English could relate the two as more positive and desired activities. This analysis was also claimed by Prasetya's study (2022) on "Utilizing Reading Progress Feature in Microsoft Teams to Improve Speaking and Listening Competence of English Foreign Language Learners" demonstrated significant improvements in speaking skills among EFL learners through the use of the Reading Progress Feature, indicating the platform's capacity to enhance language proficiency. Similarly, Putra (2022) showcased in "The Effectiveness of Microsoft Teams Application on Students' Reading Achievement" the empirical evidence supporting the efficacy of Microsoft Teams for reading instruction, potentially inspiring educators to adopt digital tools for more engaging and effective teaching methods. Additionally, Jackson & Shyamsundar's study (2022) on the "Integration of MS Teams as an LMS Tool for Language Classroom: An Analysis using SAMR Model" highlighted the transformative potential of Microsoft Teams as a Learning Management System, offering insights into innovative approaches that optimize student engagement and proficiency in language acquisition beyond traditional methods. Together, these studies underscore the significant role of Microsoft Teams in enhancing language learning outcomes and offer valuable frameworks and evidence for educators seeking to

leverage technology in language instruction effectively. Overall, the participant's reading Progress showed improvement in speed and accuracy over the ten weeks. While there were some fluctuations in performance, the participants consistently achieved increasing reading speed and accuracy rates.

CONCLUSION

The research findings indicated that the Reading Intervention Program using MS-RP has positively influenced participating students' reading speed and accuracy. Most students demonstrated commendable reading fluency, reading at an appropriate pace with reasonable accuracy, suggesting a solid grasp of the reading material. This improvement in reading performance can be attributed to the personalized reading practices and continuous assessment provided by the M.S. T.E.A.M.S. intervention. However, despite the positive outcomes, it was also evident that some students still required additional support. This highlights the need for ongoing monitoring and intervention to ensure all students benefit from the MS-RP feature. The research findings inform the proposed reading intervention strategy, which should focus on providing differentiated support to students based on their needs. This may involve targeted interventions such as additional practice sessions, one-on-one support, or peer tutoring for students who require further improvement. Through thematic analysis of interviews with participating students, the qualitative analysis provided insights into their perceptions, experiences, and attitudes toward the M.S. T.E.A.M.S. intervention. This qualitative data added depth and richness to understanding the intervention's impact on students' reading fluency. It revealed that the students had positive experiences using MS-RP and found it helpful in improving their English pronunciation. The students appreciated the personalized reading practices and continuous assessment provided by the MS T.E.A.M.S. intervention, as they felt it catered to their individual needs and allowed for targeted improvement. In conclusion, this research study has shown that the MS T.E.A.M.S. intervention using MS-RP effectively improves the reading speed and accuracy

of Grade 11-TVL students. It highlights the importance of regular participation, personalized reading practices, and continuous assessment in enhancing reading fluency and accuracy. The study also emphasizes individualized support for students who still require additional assistance. By implementing these findings and strategies, educators can continue to improve students' reading skills in an online learning platform.

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