

# Collaborative Strategic Reading (CSR): Effectiveness on the Level of English Performance of Academically-Challenged Learners

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**Abstract**— This study aimed to ascertain the effectiveness of Collaborative Strategic Reading (CSR) on the level of English performance of academically-challenged learners at Estancia National High School, Estancia, Iloilo for academic year 2024-2025. The participants were 12 learners from the school. A researcher-designed questionnaire was used for data collection. The findings showed that level of English performance of academically-challenged learners before the intervention was low ( $M = 24.22$ ,  $SD = 3.35$ ). After the intervention, the level of English performance of academically-challenged learners was high ( $M = 31.33$ ,  $SD = 3.67$ ). In terms of their experiences, real-life relevance as a key to engagement and understanding, the intervention aided understanding of complex concepts and personal growth and life lessons from the intervention emerged to be the themes highlighted from the issuances.

**Keywords**— Collaborative, Strategic, Reading.

## I. INTRODUCTION

Reading is significant since it is one of the most important abilities that an English student must master. According to Cortezanno (2022), reading is an important linguistic skill for academic success. It involves a complex interplay between the text and the reader. It signifies that reading is the activity of reading a text. Reading involves deciphering and comprehending written content. It is a complex task that requires both perception and thought (Kurniawan, 2015).

In the study of Butterfuss (2020), reading comprehension has been identified as a necessity for both academic and personal performance. Building a logical mental picture of the content in a text is necessary for reading comprehension. Three interconnected components make up reading: the reader, the text, and the action, all of which are placed within a larger sociocultural framework.

Academic performance is viewed as a complicated student behavior that involves a variety of qualities

such as memory, prior knowledge, or aptitude, as well as psychological elements. Nowadays, most students' academic performance is a major concern for scholars. Educators, trainers, and researchers have emphasized the discovery of variables that have a major impact on learner performance. Academic performance is an evaluation of a student's abilities in a wide range of academic disciplines. Classroom performance, graduation rates, and standardized test outcomes are frequently used by instructors and educational officials to assess student achievement.

In Estancia National High School, not all learners could easily grasp lesson and totally manifest superiority over assessment especially in Senior High School English subjects due to various learning areas. In English classes, there are many ways to teach a learner on how to exhibit remarkable style of reading and decoding what he reads for greater intent. These could be visible both in formative and summative assessment. The level of group comprehension aided with teacher's involvement in the process is of great ideal.

In essence, a schema theory is a theory concerning knowledge. This hypothesis concerns way information is provided and regarding how such portrayal makes it easier for the usage of information in specific contexts. Schema theories state that all units are used to bundle knowledge. The schemata are the units. Included in these knowledge bundles are, in addition to the actual knowledge, details regarding how this knowledge is to be applied. Thus, a schema is a data framework for expressing the general ideas that are kept in memory.

The same phenomenon was recorded during a diagnostic test conducted by the researcher wherein some of the learners needed aid in English subject. The individual reading comprehension takes time compared to group comprehension of a text.

So, the researcher applied the fundamental technique called Collaborative Strategic Reading to aid necessary connection between the learners and the text itself. The strategy requires collaboration of learners

within the group essentially to finish reading and comprehending the text.

With these, the researcher would like to ascertain the effectiveness of Collaborative Strategic Reading (CSR) on the level of English performance of academically-challenged TVL Grade 11 – Farad learners at Estancia National High School, Estancia, Iloilo for academic year 2024-2025.

## II. HELPFUL HINTS

### *Level of English Performance of Academically-Challenged Learners*

The result shows that level of English performance of academically-challenged learners before the intervention was low (M = 24.22, SD = 3.35). After the intervention, the level of English performance of academically-challenged learners was high (M= 31.33, SD = 3.67).

Table 1 presents the level of English performance of academically-challenged learners.

**Table 1.** Mean Analysis on the level of English performance of academically-challenged learners

Policy Awareness Indicators	Mean	SD	Description
Pre – test	24.22	31.33	Low
Post- test	3.35	3.67	High

Arbitrary Scale: 41 – 50 (Very High), 31 – 40 (High), 21 – 3- (Average), 11 – 20 (Low), 0 – 10 (Low)

### *Experiences of Academically-Challenged Learners During the Intervention*

#### **Theme 1: Real-Life Relevance as a Key to Engagement and Understanding**

Many students found the intervention helpful specifically because it connected to their personal experiences or reflected real-life scenarios.

#### **Issuances**

Student 1 said "The intervention reflects the real-life situation and explains clearly." It was supported by Student 2: "The lesson would relate to your real-life experiences or not, and how can/did you settle that experience of yours." Also, Student 4 noted the same thing: "Helps me understand... based on my real-life experiences as a student." Likewise, Student 5 answered: "It is relatable for me because I also experience that scenario or situation." Similarly,

Student 6 said: "It helps me understand and makes me relate to the topics in my experiences in life."

#### **Theme 2: The Intervention Aided Understanding of Complex Concepts**

Several students explained that the intervention helped simplify difficult topics, often breaking them into clearer or more relatable parts.

#### **Issuances**

Student 1 answered: "Helped me understand complex concepts by breaking them down simply." Likewise, Student 2 replied: "It helps me understand complex concepts... and how you settle that experience." Student 3, on the other hand, noted: "Helps me to get better understanding... how I can use this in real life." Also, Student 4 retorted: "It helps me to understand the importance of reading." Lastly, Student 6 thought of: "Every topic I take gives me a lesson in life."

**Theme 3: Personal Growth and Life Lessons from the Intervention**

Many students described the intervention as contributing to their personal development, particularly in dealing with life problems, making decisions, and self-reflection.

**Issuances**

Student 2 said: "Provides me additional knowledge... whether it relates to you or not." Similarly, Student 5 noted: "I get some lesson or advice to be aware in my future." It was supported by Student 6: "Just like the 'road not taken,' you should choose your path/decision wisely." And was also supplemented by Student 6: "Helps me conquer my problems and gives me solutions."

**III. CONCLUSION**

This study set out to determine the effectiveness of Collaborative Strategic Reading (CSR) in enhancing the English performance of academically-challenged learners at Estancia National High School for the academic year 2024–2025. The findings clearly demonstrate that the implementation of CSR had a significant positive impact on the learners' academic performance. The notable increase in their English scores—from a low level before the intervention to a high level after the intervention indicates that CSR is an effective instructional strategy for supporting struggling students.

Moreover, the qualitative insights gathered from the learners' experiences revealed valuable themes: the real-life relevance of lessons heightened their engagement and understanding; the CSR activities contributed to a clearer grasp of complex concepts; and the intervention promoted not only academic improvement but also personal growth and valuable life lessons. These findings affirm that CSR not only builds language proficiency but also fosters a more meaningful and student-centered learning experience.

In conclusion, the study underscores the potential of Collaborative Strategic Reading as a viable and impactful approach to address learning gaps in English among academically-challenged students. Its application in the classroom is highly recommended to

create a more inclusive, supportive, and effective learning environment.

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