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Content Schema and Reading Strategies as Correlates of English Reading Comprehension among Grade 10 ESL Students

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Content schema and reading strategies as correlates of english reading comprehension among grade 10 ESL students

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**Content Schema and Reading Strategies as Correlates of
English Reading Comprehension among Grade 10 ESL Students**

A Thesis
Presented to the
College of Graduate Studies and Teacher Education Research
Philippine Normal University
Taft Avenue, Manila

In partial fulfillment of the requirements for the degree
Master of Arts in Education
with specialization in English Language Teaching

WILBERT A. SORIANO

April 2017

Table of Contents

	Page
Chapter I. The Problem and Its Setting	
Introduction	1
Conceptual Framework	11
Research Questions	20
Research Hypotheses	21
Significance of the Study	22
Scope and Delimitation	24
Definition of Terms	26
Chapter II. Review of Related Literature and Studies	
On reading comprehension	30
On schemata	35
On reading strategies	38
On ESL students as readers	41
Chapter III. Methodology	
Research Design	47
Respondents and Sampling	48
Research Instruments	49
Research Process	50
Statistical Treatment	57
Ethical Considerations	58

Chapter IV. Presentation, Analysis and Interpretation of Data

Results and discussion	59
Level of awareness on strategies across proficiency levels	60
Variation of awareness on reading strategies within levels	61
Over-all participants' degree of schema given the text types	63
Degree of schema for each text type across reading levels	67
Participants' post-reading comprehension level on text types	69
Schemata degree across reading proficiency levels	70
Influence of schema on reading levels	72
Correlation of schemata to reading comprehension	73
Correlation of awareness on reading strategies to comprehension	74
Correlation of schemata and reading strategies on independent level	77
Correlation of schemata and reading strategies on instructional level	79
Correlation of schemata and reading strategies on frustration level	80
Perceived reading strategies across the proficiency levels	82

Chapter V. Summary, Conclusions and Recommendations

Summary	86
Conclusions	89
Recommendations	91
References	
Appendices	
Curriculum Vitae	

APPENDICES

Appendix A. Letter to school superintendent on the conduct of the study

Appendix B. Endorsement from the school superintendent

Appendix C. Letter to school principal on the conduct of the study

Appendix D. Endorsement from the school principal

Appendix E. Parents' Consent to participate in the research study

Appendix F. Pre-questions for passage A

Appendix G. Stimulus passage A

Appendix H. Post-questions for passage A

Appendix I. Pre-questions for passage B

Appendix J. Stimulus passage B

Appendix K. Post-questions for passage B

Appendix L. Survey of Reading Strategies (SORS) Instrument

Appendix M. Scoring guidelines for the Survey of Reading Strategies (SORS)

Appendix N. Permit for the use of Survey of Reading Strategies (SORS)

Appendix O: Clearance to proceed from Research Ethics Committee (REC)

Appendix P: Statistical computations

Appendix Q: Certificate of Authenticity

Appendix R: Certificate of Language Editing

ABSTRACT

Researcher	WILBERT A. SORIANO
Title of Paper	CONTENT SCHEMA AND READING STRATEGIES AS CORRELATES OF ENGLISH READING COMPREHENSION AMONG GRADE 10 ESL STUDENTS
Key Concepts	CONTENT SCHEMA ESL STUDENTS READING COMPREHENSION READING STRATEGIES
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This study was designed to determine the influence of content schemata and awareness on reading strategies on the English reading comprehension of Grade 10 English as Second Language (ESL) students. The study was conducted in a public Grades 7-12 secondary high school situated at Naic, Cavite. The students' schema was assessed through a 20-item pre-questionnaire and their comprehension was measured using a 20-item post-questionnaire adopted from Jerry John's Informal Reading Inventory (IRI) 10th edition. On the other hand, students' awareness on reading strategies

was determined using Mokhtari and Sheorey's (2008) Survey of Reading Strategies (SORS). The data were collected and analysed using mean to determine the comprehension level of students; Chi-square Test of Association to see if schemata and strategies are related to comprehension; and Pearson r to show if a significant relationship exists between schemata and reading strategies within the levels of reading proficiency: independent, instructional and frustration.

The findings indicate that general English reading comprehension of the Grade 10 ESL students is on the level of 'independent' with regard to the correlates content schemata and awareness on reading strategies. The identified correlates also show no existing relation from one another in connection to the general comprehension levels of the ESL students, but these were significant in specific comprehension levels: awareness on reading strategies for independent level, content schemata and awareness on reading strategies for instructional level, but none for frustration reading level.

For the future research, using other means to measure reading strategies and content schemata such as observation, performance, and think aloud protocols may be conducted to validate the results of the study.

CHAPTER I

THE PROBLEM AND ITS SETTING

Reading is essential for learning. It helps people uncover the questions about their existence. It stimulates on efforts to explore the mysteries of life (Romero & Romero, 2005), and help people learn as they construct meaning in the process of making sense of the printed text (Gutierrez, 2013). Without the mastery of reading skill, many significant life activities like reading newspaper, reading directions even taking a medicine or simply following cooking instructions and including reading favorite books are lifeless.

Indeed, it involves mental stages: sensation, perception, comprehension, application, and integration. A good reader is expected to do these mental activities with reasonable proficiency. Over the years, the focus on increasing the level of literacy had gained several efforts from most educational researches and earned numerous national exertions to cater the distress (National Reading Council, 2008). Therefore, the focus to investigate the variables that affect to comprehension has spawned on different disciplines particularly in the realm of reading as an essential tool for learning. The diverse antecedents for comprehension were relatively eminent when pre-existing studies were dissected minutely. Torgesen (2006) enumerated that proficient comprehension is factored by: (a.) accurate and word reading skills, oral language skills (vocabulary, linguistic comprehension);(b.) conceptual and factual knowledge;(c.) knowledge and the use of cognitive strategies; (d.) text structure; e. reasoning and inferential skills; f. motivation to understand; and (g.) motivation in task and materials. The apperception of variables which influence comprehension had created a big charity for researchers,

educators and program developers to fill the gaps on the instruction of reading comprehension.

Subsequently, most reading researches with respect to identified reading variables were short to be successful in informing reading instruction. The studies about factors of comprehension tend to deal only on the correlation on cognitive factors, linguistic factors, and affective factors and at times with social factors. The study of Tabudlong (2012) for example, used study habits, reading interest, family's monthly income, and parents' highest educational attainment as variables and these were correlated to anticipate comprehension across academic subjects of 164 intermediate pupils. While the relationship of achievement in reading and language achievement to reading comprehension was viewed in Gillum's work (2006), the paper of Sallabas (2008) had examined students' attitude on reading and comprehension skills, which showed their low correlation. Various contemplations on finding the absolute predictor of reading comprehension were continuously sought by policy makers and educators.

With the account of the various correlational studies using couple of the cognitive and social factors to predict reading proficiency, it was observed that few explorations are researched on the role of cognition concurrently with metacognition on ESL learners in secondary levels. Not understanding the benefits of the mental procedures like providing a clear plan, utilizing what they already know, and practicing what works with them for a task accomplishment, these factors are seldom investigated on.

The study on hand shall deal on the awareness on reading strategies and schemata (prior/background knowledge) and how they influence reading comprehension within the ESL (English as Second Language) context of G10 high school students as readers.

Again, schemata (prior/background knowledge) are necessary to comprehension especially in the context of ESL since it provides them the representation of objects and knowledge that sometimes not available on their sets Connor (1984). Studies that deal with schemata on the Philippine setting were not that frequent so the study focused on looking into it. There are at least six major schema functions important to reading comprehension: (1) schemata provide slots for assimilating additional knowledge; (2) schemata aid in judging what is important; (3) schemata aid in making inferences; (4) schemata help summarize and edit material; (5) schemata activated during reading facilitate an orderly memory search for relevant information; and (6) schemata function in inferential reconstruction (Clark, 1980).

With the given multiple functional benefit of schemata in reading, the researcher opt to select it as indicator of comprehension over other reading variables.

It made clear the case that understanding the role of schema in the reading process provides insights into why students may fail to comprehend text material. Most, if not all, research in this area seem to agree that when students are familiar with the topic of the text they are reading (i.e., possess content schema), aware of the discourse level and structural make-up of the genre of the text (i.e., possess formal schema), and skillful in the decoding features needed to recognize words and recognize how they fit together in a sentence (i.e., possess language schema), they are in a better position to comprehend their assigned reading. Deficiency in any of the above schemas will result in a reading comprehension deficit. As Carrell (1987) points out, “students” apparent reading problems may be problems of insufficient background knowledge: content, formal, and linguistic. However, as further pointed out by the same author, students might have

sufficient schemata, yet unable to comprehend the text if such schemata are not appropriately activated.

Carrell (1987) indicated that content schemata affected reading comprehension to a greater extent than formal schemata on ESL sets, which was also considered by the study.

She further added that content schema refers to the familiarity of the subject matter of the text. It includes an understanding of the topic of the text and the cultural-specific elements needed to interpret it. It is part of the individual's cultural orientation, and since culture affects all aspects of life, it certainly has a major impact on all elements of reading. The researcher shares the same view of regarding content schemata since Filipino students are known to be mix of different cultures and it is interesting to see how these affect their reading in the ESL context.

Aside on the interest for content schemata, the study also relates the awareness on reading strategies among ESL readers in terms of comprehension. The researcher decides to explore also on this compass on the belief that schemata is interwoven with metacognition with the presence of reading strategies.

Metacognition is denoted as “thinking about thinking”, which includes the knowledge of oneself as a learner and the factors that might have effect on performance. This also includes the knowledge on strategies and about when and why to use them (Lai, 2011).

Qanwal (2014) recognized comprehension strategies into four categories: cognitive, comprehension, memory, and test-taking strategies. The use of prior/background knowledge interlaces with ‘cognitive strategies’. ESL students perform

high cognition which includes schema use when they read English text; it is then significant to examine how they resolve such instance which possibly also demands them to use reading strategies. Carrell (1989) observed a significant relationship between metacognitive awareness about reading strategies and reading performance.

The study combines the two constructs on the assumption that these two will provide the greater magnification of how ESL readers comprehend; thus, can help improve language teachers that understanding English reading is not just about vocabulary and grammar but also influenced by what knowledge is already existing among learners and with what strategies they are commonly utilizing to cope with any possible text types they read.

A case study made by Protacio and Sarroub (2013) highlighted the reading instruction in the Philippine classroom with results indicating that higher status is paid to oral performance than comprehension. It was clearly illustrated that psychomotor reading skills is prioritized in exchange of making the reader aware of the mental processes as to what strategies that would facilitate his/her comprehension. An article on the Philippine Inquirer published in 2010, exposed that around 20.1 million aged 10 – 64 years of age can read but do not know what they read. Alsheikh (2014) emphasized that reading strategies are great value in the ESL learners' settings since they are interwoven on their cognitive progression. So then, the present study assumes that the reading strategy/ies used is/are one good predictor of ESL reading comprehension over other identified factors.

On the local scene, the Philippines is a country with the intensity of language diversity and English as L2 plays a vital part on Filipino literacy. As mandated, 1987

Philippine Constitution Section 07 of Article stating that “for the purposes of communication and instruction, Filipino and, until otherwise provided by law, English are the official languages of the Philippine. In addition, other native Philippine languages – particularly those that are not Tagalog – shall be auxiliary official languages and shall serve as auxiliary medium of instruction in the regions they are spoken.” The formal launching of K-12 as DepEd Order no. 31 s.2012 stipulated that “the medium of instruction and as to subjects shall be the Mother-Tongue (MT) for Grade 1-3, while English and Filipino is used for Grade 4-10. Both languages are taught to Grades 1-10. In spite gaining the advantage of the English language, still many Filipinos can barely read (Luz, 2007). For instance, Cayubit (2012) correlated vocabulary and reading comprehension via polished test among 582 Grade 3 and 4 pupils. He found that vocabulary is component that provides good reading ability. In order to construct connected representation of what children have read, they would have brought up their prior knowledge (Broek, 2007). Prior/background resembles the knowledge about concepts: objects and its relationships they have with other form of constructs (Rumelhart, 1980). A study of reading comprehension concluded that word knowledge and background knowledge are strong predictor of comprehension and indirectly influenced whether a student would apply either as problem-solving strategies (Cromley & Azevedo, 2007). Furthermore, Spiro (2007) pointed out that “even when an individual has abundant store of schemata, it is unreasonable to think that people will have a pre-packaged knowledge structure for every situation that would be encountered”. (p.4)

Damico (2014) claimed that reading of the 21st century is inhabited by readers with strong content knowledge and with learnt strategies of specific text. On local view,

the K-12 educational curriculum launched in 2011 has the aim of developing 21st century learners equipped with global competence as they reach their Senior High School years.

With the advent of core subjects for SHS specifically Reading and Writing, there were competencies prescribed that a learner should acquire and develop: (a) “that learners distinguishes between and among techniques in selecting and organizing information” from any kind of text across disciplines; and (b) he/she must determine textual evidence to validate assertions and counterclaims made about a text read (K-12 BEC Curriculum SHS-Core Subject – Reading & Writing, 2013).

The selection and organization of information on a text among ESL learners will be more distinct and effective if their background knowledge were carefully assessed and determined as to what extent it was available for their use. In addition, the validation of assertions and counterclaims could be more efficient if the students can relate their prior learning to these particular reading postulates.

Meanwhile, the determinacy of their awareness on the reading strategies could pave way to see what works with them when reading and when they select and organize information from an English text.

Furthermore, the careful attention of the variables included in the study would create better understanding to the existence of the levels of reading proficiency and the unseen needs of these levels in terms of reading instruction. The inclusion of the reading levels in the study was also believed to assist how learners behave and process reading with reference to schemata and reading strategies.

With the given premises, the study posits that schemata and reading strategies as predictors of reading comprehension on the context of ESL students as reader vis-à-vis of

their levels of reading proficiency, namely independent, instructional and frustration level. The researcher postulates that the choice of those variables likewise defines and assesses the reading comprehension of ESL learners in separate levels of proficiency on another perspective. Qanwal (2014) and Johnston (1982) mentioned that schemata have a positive correlation with reading comprehension. Vacca (2002) affirms that readers are in best position to comprehend what they are reading whenever they make high use of their prior knowledge (schemata) to construct meaning. Likewise, Zare (2013) indicated a significant relation between the great use of reading strategies and reading comprehension achievement. The researcher then assumes with respect to the notions that a reader with high schemata will also have a high use of reading strategies or vice-versa and could vary depending upon the reading level of the learner. It is supported by Kene and Zimmerman (1997) explaining that when students make connections to the text, their reading comprehension increases.

Similar studies were conducted such as by Gutierrez (2013) on her dissertation entitled *“Teachers as ESL readers: Their comprehension processing of an English expository text”*, she recommended that much needs to be done to equip teachers with appropriate cognitive, metacognitive, and support reading strategies so that they can perform well in ESL reading context. Another is that of Arafat (1996) utilizing reader and text variables and reading strategies in English using non-native speakers of English which are Filipinos and Arabic natives, with English as a foreign language. The researcher also shares the same belief and assumes from the studies previously made that similar needs should also be applied to ESL learners who are high school students so they can achieve comprehension in any ESL text renditions.

The present study still differs on the consideration of classifying Filipino ESL readers as respondents based on certain levels of reading and including schemata (background/prior knowledge) paired with reading strategies as predictors of reading comprehension. The mix of the variables was made on the point that they are on great correspondence on the context of ESL readers proficiency which is not a common consideration of pre-existing reading studies could better indicate comprehension of them.

The inquiry also varies by recognizing the lack of most reading researches to consider the existence 'instructional level' of readers on ESL context which is considered a threshold point or so called 'near-frustration' (nft) level (Gutierrez, 2002) which at any time could become an 'independent' or 'frustration' readers provided that they will be given the right instruction. Moreover, providing the knowledge about how degree of schemata paired with awareness on reading strategies influences the levels of reading proficiency which is not explored yet by most studies on factors that affect reading comprehension.

An examination of each level of reading proficiency intends to look for new solutions to comprehension deficits specially on learners on the instructional level, and paving way to the development of new pedagogical attacks towards the providence of metacognitive-based reading programs and not only on learning new vocabulary from teaching reading.

The study also recognizes to assist the Filipino youths as ESL readers on different levels of proficiencies with unique needs which has not received enough attention from local or foreign studies since each level may have unseen characteristics with reference to

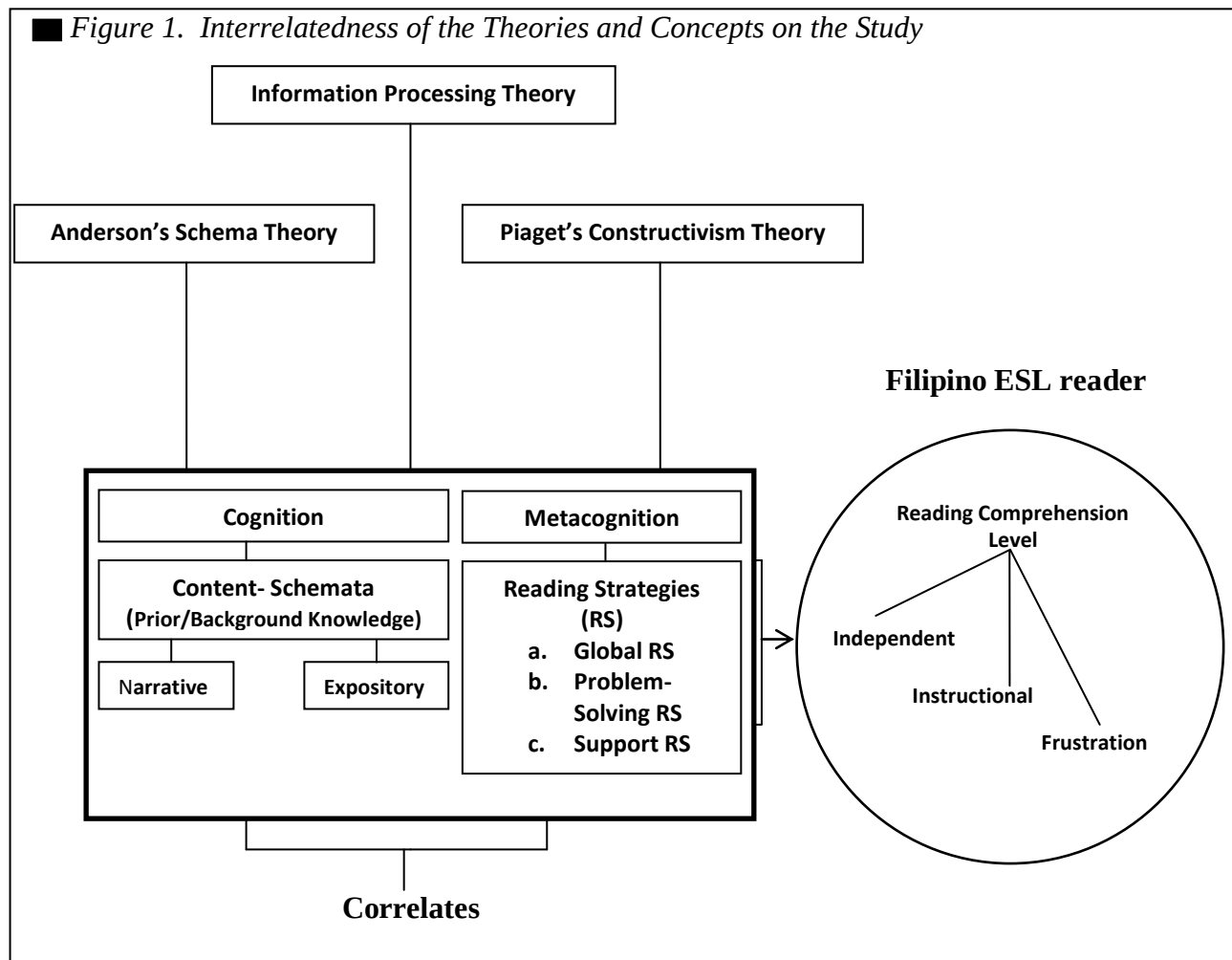
the selected variables: schemata and reading strategies. Furthermore, it aims to seek out whether the use of reading strategy/ies or schemata (prior/background knowledge) is a significant predictor of reading comprehension, and to determine if there is a relationship on the use of schemata and frequency of reading strategy/ies utilized within the levels of comprehension among ESL readers.

In relation to language teaching, the findings may help to outline programs and trainings for language teachers to better understand how ESL learners comprehend with the consideration of levels of reading proficiency so that appropriate institutional decisions may be done. The attention on how cognition in the mold of content schemata acts as an agent of comprehension, and metacognition in the form of strategies, affects comprehension across levels of proficiency is a good ground to dig within the realm of English language teaching given the context of ESL learners.

Conceptual Framework

The study is premised on the presumption that reading comprehension is not just one-way of decoding written characters and symbols but other factors as: schemata and reading strategies predict the level of reading comprehension among ESL learners as readers.

Figure 1 below shows the junction of the pre-existing theories that underlie and illustrates how the constructs of the study such as content schemata (prior/background knowledge) on text types: narrative and expository, and reading strategies as correlates will determine the level of reading comprehension of Grade 10 ESL students as readers.



The inquiry is anchored on the learning theory of Piaget on Constructivism and of Anderson on Schema. Since comprehension is indeed a remarkable human mind activity, the inquiry includes Information Processing Theory (IPT) which is formulated amid 20th century as a basis to better fathom the parameters of the present study. The IPT binds together cognition together with metacognition as vital elements to process a new inquiry efficiently. The basic idea of IPT is that human mind is just like computer or information processor rather than the notion of people responding to stimuli. The same case applies when people read; it is not just seeing what is printed on the page but processing these prints and putting meaning to them as part of learning.

Comprehension is a complex task that requires majority of mental operations at work using a variety of skills and processes that influence the reading comprehension at large scale (Gillum, 2006).

Grabe (2010) noted that reading is a number of interactive processes number of interactive processes between the reader and the text, in which readers use their knowledge to build, to create, and to construct meaning. IP theory operates with three main components to facilitate its system: 'sensory memory', 'working memory', and 'long-term memory'. The initial component accounts for the processing of inward data or information from very brief time frames ranging from ½ to 3 seconds. Discrete units such as alphabet letters and pictures or faces are greater likely remembered. Grabe (2010) coined it as "lower-level processes, including word recognition, and syntactic parsing in terms of reading as process. 'The other composite is multi-component temporary system called 'working memory' that designates definition from sensory memory stimuli and links to information and other vital mental operations such as inferences are exercised

(Baddeley, 2001). Inference depends heavily on prior knowledge (Elbro & Iversen, 2013).

Lastly, in long term memory by capacity or duration, works to save unlimited capacities of knowledge and facts which is organized for quick launch and for practical usage of learners. Qualitatively and quantitatively speaking, a wide array of information exists on this field of repository, and this is organized by the long term memory.

Together with IPT is Piaget's Theory of Constructivism and Anderson's Schema Theory that points out the role of cognition in the comprehension process that is through the activation of prior/background knowledge.

Piaget's Theory of Constructivism accounts that any activity of children has power to generate experiences which they use to establish new knowledge facilitated by two important processes called 'assimilation' and 'accommodation.' Accordingly, these processes were complementary but still differ on processing old knowledge for modification and how a new knowledge is acquired. In "assimilation", a particular new idea combines in with already existing ideas while in "accommodation" the already pre-existing idea is modified when incoming idea is new and does not fit the old ones. Since the study on hand was on the context of L2 reading, a high consideration of the two schemes of knowledge formation is a must.

Assimilation as a scheme knowledge occurs when a learner encounters a new idea, and must "fit" that idea into what they already know. Think of this as filling existing containers. For example, a two year old's schema of a tree is "green and big with bark" — over time the child adds information (some trees lose their leaves, some trees have names, we use a tree at Christmas, etc.). Accommodation is a radical shift or complete

change; say, for example, when the child reaches college the concept of tress began to mold as trees as a source of political warfare, a commodity, a source of income for some people, and we know that people sit and live in trees to save them; in other words, trees are economic, political, and social vehicles. The change requires a lot of cognitive energy and possibly made by the child's accumulation of experiences in the world.

In connection to comprehension, Gunning (2008) supported the view by noting that readers attack text with their prior/background knowledge (schema), strategies used, and other intra-characteristics such as world perspectives, beliefs, attitudes, motives, values, motivation and linguistic ability. The constructivist regards readers as autonomous individuals integrating background knowledge and new data from text in producing meaning, where they select, formulate, and refine hypothesis created in synthesizing information and decoding meaning (Bruner, 1990). The basic principle drives students' self-exploration and control on learning, incorporated with their previous knowledge (Koohang, 2009).

Coady (1997) postulated that in the context of ESL readers, the creation of learning is an interconnection between conceptual abilities, previous knowledge, and process strategies. They believed that the three elements work as one to make new knowledge understandable to the learner.

In the comprehension process, constructivists stress on teachers' supportive roles on execution and fuelling cognition and metacognition towards building of concept, forming values, activating schemata, and encouraging students' active role in high cognitive level activities. The current study, considers the discernment of these factors

specifically the learner's background/prior knowledge and strategies used and their influence in ESL reading comprehension.

On the other hand, Anderson had expanded Piaget's construct of "schema" as a working and sovereign theory that works within the comprehension process. He asserted that all knowledge is framed into units. Within these shells of knowledge, information were stored. The theory holds that the schemata represent chunks of knowledge about constructs: of objects and interconnections they have with other objects, situations, events, sequences of events, actions, and sequences of actions.

Schema is the structure of man's knowledge as it is banked in memory. In memory, schemata are like small cylinders where people deposit the particular traces of particular experiences as well as the "ideas" derived from those experiences (Poels & Ribbens, 2009). This denotes that people store visual experience by categories relying on their activities and involvement. (Anderson & Pearson, 1984, & Rumelhart, 1981).

In reading, Grabe (2010) supported the Anderson's notion of schemata by regarding reading as critical with knowledge: knowledge of the language (writing system, grammar, vocabulary), knowledge of the topic of the text, knowledge of the author, knowledge of the genres (expository or narrative) and knowledge of the world which includes experiences, values, and beliefs. People use all of these knowledge to build, to create, and to construct meaning. Readers all have different knowledge.

The importance of the theory to reading proficiency relies on what extent the reader use schemata. Accordingly prior knowledge is of major importance for ESL/EFL readers. Consequently, schema-based, reading tasks are used for activating such background knowledge for comprehension (Alfaki & Siddiek, 2013).

The study aims to show the influence of content schema as predictor on ESL reading comprehension across the reading proficiency levels.

Rumelhart (1980) and Carell (1983) enumerated types of schema as: (a.) formal schema, that is relating to the knowledge of the rhetorical structure of text or in other words the knowledge of the ways how different genres are presented; (b.) content schemata refers to the knowledge of the content area and also contains conceptual knowledge or information about what usually happens within a certain a topic and how these happenings relate to each other to form a coherent whole; content schema are largely culturally specific; (c.) cultural schema, by which knowledge of the total set of beliefs, attitudes, customs, behavior and social habits, etc. of the members of a particular society; (d.) linguistic schema refers to the knowledge about vocabulary and grammar.

The study at hand considers content schemata over other types as a good correlate to look upon especially in the context of ESL students. So powerful was the influence of prior knowledge on comprehension that Johnston and Pearson (1982) discovered that prior knowledge of topic was a better predictor.

Overall, the recognition of the three (3) theories provides the bases of the study, IPT gives an important trace to enhance learning and pedagogy by indicating ‘sensory-memory’ and ‘working-memory’ as major schemes to hook in an automatic action at basic skills of symbols such as letter and decoding words and recognizing them. Moreover, prior/background knowledge stored in long term memory facilitates learning of new information, and at the same time reducing information processing demands.

Furthermore, it probes strategies to improve learning specifically cognition or the mental processes providing efficiency to learners towards deeper level (Pressley & Harris, 2006). In Oxford (1990) the role of cognition is defined as mechanism that facilitates strategies in which students with the material were interacting by manipulating it, while metacognition was recognized to involve executive process of projection for learning together with monitoring one's comprehension, creation, and evaluation of how well a learner has obtained a certain learning objective.

In light of the theories presented, the inquiry presupposes these constructs as identified predictors of reading comprehension among ESL students as readers.

The correlational study is anchored on Piaget's Constructivism, Anderson's Schema Theory and Information Processing Theory (IPT). Two (2) independent variables were selected as correlates namely: schemata (prior/background knowledge), a shape of cognition and reading strategies within the mold of metacognition. These variables are assumed to determine the levels of reading proficiency among ESL students as readers given a narrative and an expository text, the content of which was unfamiliar to them.

Janovsky (2016) described narrative as telling a story and events are arranged sequentially in chronological order. It has also the basic purpose of entertaining, gaining and holding the readers' interest. It follows typical elements such as character, setting, plot, and resolution. It can be imaginary or factual or combination of both. This may range to fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, personal experience. However, expository text, aims for explanation, analysis or synthesis of complex fact.

Reading strategies are classified as global, problem solving, and support-reading strategies. Global reading strategies are of those well-intended and carefully framed and planned strategies by which learners deliberately monitor their reading such as setting a purpose for reading, previewing the text. Problem solving strategies are those referring to used procedures that were localized and focused when readers encountered difficult reading materials like guessing the meaning of unfamiliar words and rereading the text. While, support reading strategies refers to basic support modes intended to support the reader in comprehension such as: using dictionary, taking notes, and underlining a text (Mokhtari & Sheorey, 2002).

The study also sees the context of ESL students as readers, and labeled as independent, instructional, and frustration. The careful and proper identification of students according to levels will allow teachers to see their unique needs to comprehend and at the same time give them the sense of concern and comfort through the right instruction. Anderson (2013) accounted the topmost significance of ‘genuine’ care from teachers to ESL students because of its major impact on the students’ attitudes, motivation and behavior to learn aside from understanding their cultural backgrounds. Johns (2005) supports the belief providing a detailed distinction of the three levels of reading proficiency to guide teachers on their instruction. Readers in the independent level can perform comprehension and resolve reading problems on their own pace. These readers are also characterized with flexibility to use their cognitive and metacognitive skills in any text types. Readers in the instructional level need guidance from a teacher or tutor when doing reading process. They are also expected to ask or request for guide from time to time as they go along with their reading and may be independent or a frustration

reader at any time if not guided accordingly. Johns (2005) coined it as a 'threshold' level point of readers who can be either 'independent' or 'frustration' depending upon the instruction given to them. Gutierrez (2002) conceptualized such readers as 'near-frustration' (nft) who need careful instruction from teachers to make their comprehension successful. Finally, readers in the frustration level suffer from reading deficiencies and need a lot of remediation regardless of the type of text they confront with. These readers experience a lot of reading problems ranging from different aspects of cognitive and metacognitive skills needed to achieve total comprehension. They need remediation and specialized instructions to be successful on their reading (Boatright, 2014).

Research Questions

The study aims to determine the influence of schema and reading strategies on the reading comprehension level of Grade 10 ESL students.

Specifically, it answered the following questions:

1. What is G10 ESL students' level of awareness on reading strategies vis-à-vis their reading levels: independent; instructional; and frustration?
2. What is the degree of schemata and comprehension level of Grade 10 ESL students given :
 - a. an expository text; and
 - b. a narrative text?
3. Does schema influence the reading level of Grade 10 ESL students?
4. Do schemata and reading strategy awareness significantly relate to the reading comprehension of Grade 10 ESL students?
5. Is there a significant relationship among the degree of schemata, reading strategy awareness, and reading levels of Grade 10 ESL students?

Research Hypotheses (Alternative)

The following alternative hypotheses were tested in this study:

1. Schemata and reading strategies are significantly related to the reading comprehension of Grade 10 ESL students.
2. Schemata relate to the comprehension of students when reading narrative and expository texts.
3. Schemata and reading strategies also influence the students' specific/particular level of reading proficiency, known as independent, instructional and frustration.
4. Overall, these two independent variables have strong positive correlation to comprehension in general and to its level in particular.

Significance of the Study

The research study is significant to the following:

To the school administrators and principals, the results will pave them to further improve and do innovate their curricular offerings and link related programs that will focus on the honing of ESL students' use of their reading comprehension skills efficiently by making them conscious of their own background knowledge and reading strategies effectively.

To the curriculum/course writers, the results will help formulate stronger and flexible language curricula governed with clearer objectives with the consideration of the selected variables that contribute to the comprehension of ESL learners when reading.

To the teachers, carrying the largest influence to the students in the teaching-learning process, the study will pave a broader perspective for them to develop break throughways to teach reading to raise ESL learners' functional reading level. This will also draw for them a reflective picture of what students already had in mind, and will raise their awareness on reading strategies that best fit their levels of proficiency in order to achieve optimum comprehension.

To the ESL students, the research will make them to be conscious of how their schema, when properly used, can aid their comprehension and to accomplish certain reading task demands appropriate to their level. They will gain self-confidence because they can express more through the setting up of their own schema, and produce the sensitivity to the strategies they could use to address their reading weaknesses and to strengthen the strategies which they apply commonly to their strengths.

The researcher also sees that the study is likewise beneficial to Grade 10 students as they move to grade 11 and 12 whose academic demands have been made comparable to other ASEAN countries.

To the researchers, this allow them to see a new and wider perspective to see other variables aside from external common external factors such as gender, academic achievement, and socio-economic status that affect comprehension especially on the L2 sets which they could further also explore. This will also allow them to perhaps find and develop innovative methods to cater the inadequacy of reading research dealing with L2 learners on secondary level.

Scope and Delimitation

The study is focused and limited to the use of selected correlates of reading comprehension namely: ESL students' degree of schemata (prior/background knowledge) whether 'high' or 'low' that is the extent of students' content schema on topics given narrative and expository texts, and their awareness of reading strategies.

The study involved one hundred (100) samples from the average population of Grade 10 ESL students enrolled during the SY 2016-2017. The Grade 10 level is chosen for the reason that this set of learners had acquired already their skills of revising their former thinking into fuller understanding compared with younger grades. They also characterized of solid automaticity of the fundamental learning processes that free them from print distraction so that they are able to concentrate on more complicated process of learning, even as they are more able to consider diverse points of view. They were randomly selected as samples from Naic National High School – a public secondary school situated at Brgy. Halang, Naic, Cavite.

The inquiry utilized two (2) sets of passage adopted from the John's Informal Reading Inventory (IRI). The selected texts were typed as: a narrative and an expository and designed for Grade 10 level. The text types were selected on the basis that these types were the common passages the students are having as part of their academic studies. More so, these are the reading materials that the school uses for reading diagnosis. Two (2) sets of questionnaires were also prepared: a set of pre-questionnaire to assess students' schema, and a set of post-questionnaire to determine students' comprehension level and each sets contain ten (10) items. Mokhtari and Sheorey's Survey of Reading Strategies (SORS, 2008) was administered to determine the students'

level of awareness on reading strategies and at the same time the kind of strategies they employed on reading.

Definition of Terms

The following terms are defined either conceptually or operationally.

Background knowledge. It also refers to schema; these are concepts, experiences, information and text structures that are relevant to the text under study; it also means prior knowledge of an individual on a certain concept or context; hypothetical mental structure for representing generic concepts stored in the memory and it is acquired through experience to people, objects or events in the world (Bilokcuoğlu, 2014). In this study, it refers to the responses to the pre-questionnaire.

Cognition. It refers to thinking and application of conscious reasoning. In this study, it means the content schemata that students have as part of their background knowledge.

Content schemata. It refers to one of the four major forms of background knowledge and it denotes the knowledge of the content area; it also contains conceptual knowledge or information about what usually happens within a certain topic and how these happenings relate to each other to form a coherent whole; content schema are largely culturally specific (Rumelhart, 1980). In this study, it refers to logical and acceptable responses provided by the students on the set of pre-questionnaires.

Correlates. It refers to complimentary; as two things are related.). In this study, it refers to students' content schemata and awareness on reading strategies as variables of comprehension.

Degree of schema. It refers to the extent of readers use of schemata (Alfaki & Siddiek, 2013). In this study, it refers to scores from the pre-questionnaire and classified as ‘high’(with 6-10 logical responses) and ‘low’ (with 5 and below logical responses).

ESL Learner. It refers to a student who is learning English as a second language other than his/her native language. In this study this refers to Grade 10 students used as respondents.

Expository. It refers to text types that for is for explanation, analysis or synthesis of complex fact (Janovsky, 2016). In this study, it refers to one of the stimuli passages used.

Global reading strategy. It refers to well-intended, carefully planned strategies by which learners monitor their reading such as setting a purpose for reading, previewing the text, using typographical aids (Mokhtari & Sheorey, 2001).

Level of reading proficiency. It refers to the degree of competence that one can perform in any reading task (Pang,2008). In this study, it refers to the three categories as: independent, instructional and frustration level.

Independent level. It refers to the level at which the student reads fluently with excellent comprehension (Johns, 2005).

In this study, it means 0-4 questions missed out of 20 comprehension questions.

Instructional level. It refers to the level at which the student can make maximum progress in reading with the teacher guidance (Johns, 2005).

In this study, it means 5-10 questions missed out of 20 comprehension questions.

Frustration level. It refers to the level at which the student is unable to pronounce many of the words and is unable to comprehend the material satisfactorily (Johns, 2005).

In this study, it means above 10 questions missed out of 20 comprehension questions.

Metacognition. This refers to as “thinking about thinking”, which includes the knowledge of oneself as a learner and the factors that might have effect on performance (Lai, 2011). In this study, it refers to ‘reading strategies’ as its mold.

Narrative. It refers to text types with story of events that are arranged sequentially in chronological order (Janovsky, 2016). In this study, it refers to one of the stimuli passages used.

Problem-solving strategy. It refers to localized, focused procedures used when readers encountered difficult reading materials such as guessing the meaning of unknown words, rereading the text (Mokhtari & Sheorey, 2001).

Reading comprehension. It is the act or ability to process and understand a text; it is also the process of constructing meaning from the text (Smith, 2016).

Reading strategy. It refers to plans, schemes or blueprints applied by readers to facilitate the analysis, interpretation and understanding of a particular type of text.

Schema plural schemata/schemas. It is structure of man's knowledge as it is banked in memory (Poels & Ribbens, 2009).

Support reading strategy. It refers to basic support mechanism intended to aid the reader in comprehension such as using dictionary, taking notes and underlining text (Mokhtari and Sheorey, 2001).

SORS. This means Survey on Reading Strategies, a tool developed by Mokhtari and Sheorey intended to measure the awareness on the use of reading strategies of a particular learner. In this study, it refers to the instrument used to assess the students' awareness on reading strategies.

CHAPTER II

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents concepts, ideas and studies related to the current research undertaking.

On Reading Comprehension

Next to Math, reading comprehension is a huge problem in the Philippine educational system that was deeply rooted not only on the instruction across the board but instruction to reading (Dios, 2015).

Imam, et.al. (2014) studied comprehension among randomly selected 666 first year student-respondents from 18 identified public and private high schools in the Division of Cotabato City, Central Mindanao, Philippines. The six elements of reading comprehension skills, i.e., understanding vocabulary in context, identifying main idea, noting details, making inference, predicting outcomes, and drawing conclusion, and students' performance in science from the two school types were described and correlated. Generally, four out of six reading skills such as understanding vocabulary in context, noting details, predicting outcome, and making inference made up the overall reading skills. Identifying main idea and drawing conclusion were the skills least mastered by the students or they lacked of awareness to do which as comprehension strategies, and these are vital to form knowledge.

Aside from the consideration of comprehension skills some studies also focused on extrinsic factors that affect comprehension such as the study of Matel (2013) that used variables such as age, birth order, gender, parents' educational attainment, parents' occupation and monthly income as correlating factors affecting reading comprehension

among 4th year high school students of Tagaytay City National Science High School. He found that the parents' education and parents' occupation highly correlated to comprehension, while the other factors were not of much significance.

Additionally, the consideration of comprehension skills and level in understanding a passage deserves scrutiny. On literal level, one reads to understand the passage- its main thought, the specific details, and the sequence and directions. The implied level involves making inferences, sensing of relationships, drawing conclusions and recognizing the author's purpose, tone and feeling. From that, a reader can reflect the significance and relations for full grasp of the total meaning of the passage (Bolaños, Barrot, Berton, Black, Nestler, 2003).

The present study considers the selected variables: degree of schema and awareness reading strategies that influence the categorical levels of reading comprehension which is not explored much by studies in reading. The first category denotes literal comprehension where facts or some ideas from explicit information given in a text are highlighted. The second category deals with the interpretive comprehension that requires extraction of implicit textual information. Understanding and inference on this level is the unlocking device of comprehension since facts are not stated and readers "read between the lines". Third is the critical level where the use of judgment and conclusion is of great consideration. Lastly, application level is reading "beyond the lines" where the readers put together what has been learned from the selection and uses previous knowledge in relation to new situation (Pearson & Johnson, 2000). The researcher also considers reading comprehension in a variety of perspectives which contribute to the idea that it is

not a simple one-way process of decoding symbols but a multi-level processing with distinct features.

1.1. Reading Comprehension as Cognitive-Based Processing

There are several models based on cognitive processing (Ruddell, Ruddell, & Singer, 1994). The La Berge-Samuels Model of Automatic Information Processing (Samuels, 1994) emphasizes internal aspects of attention as crucial to comprehension. Samuels (1994) defines three characteristics of internal attention. The first, *alertness*, is the reader's active attempt to access relevant schemata involving letter-sound relationships, syntactic knowledge, and word meanings. Selectivity, the second characteristic, refers to the reader's ability to attend selectively to that information requiring processing only. The third characteristic, limited capacity, refers to the fact that human brain has a limited amount of cognitive energy available for use in processing information. In other words, if a reader's cognitive energy is focused on decoding and attention cannot be directed at integrating, relating, and combining the meanings of the words decoded, then comprehension will suffer. The 'automaticity' in information processing, then, simply means "that information is processed with little attention" (Samuels, 1994). Comprehension difficulties occur when the reader cannot rapidly and automatically access the concepts and knowledge stored in the schemata.

One other example of a cognitive-based model is Rumelhart's (1994) Interactive Model. Information from several knowledge sources (schemata for letter-sound relationships, word meanings, syntactic relationships, event sequences and so forth) are considered simultaneously. The implication is that when information from

one source, such as word recognition, is deficient, the reader will rely on information from another source, for example, contextual clues or previous experience. Stanovich (1980) terms the latter kind of processing interactive-compensatory because the reader (any reader) compensates for deficiencies in one or more of the knowledge sources by using information from remaining knowledge sources. Those sources more concerned with concepts and semantic relationships are termed higher level stimuli; sources dealing with the print itself, that is phonics, sight words, and other word-attack skills, are termed lower level stimuli. The interactive-compensatory model implies that the reader relies on higher-level processes when lower-level processes are inadequate, and vice versa. Stanovich (2000) extensively reviews research demonstrating such compensation in both good and poor readers.

1.2. Reading Comprehension as Socio-cognitive Processing

A socio-cognitive processing model takes a constructivist view of reading comprehension; that is, the reader, the text, the teacher, and the classroom communities are all involved in the construction of meaning. Ruddell and Ruddell (1994) state, "The role of the classroom's social context and the influence of the teacher on the reader's meaning negotiation and construction are central to this model, as it explores the notion that participants in literacy events form and reform meanings in a hermeneutic interpretation circle." In other words, this model views comprehension as a process that involves meaning negotiation among text, readers, teachers, and other members of the classroom community. Schema for text meanings, academic tasks, sources of authority (i.e., residing within the text, the reader, the teacher, the classroom community, or some interaction of these), and socio-cultural

settings are all brought to the negotiation task. The teacher's role is one of orchestration of the instructional setting, and being knowledgeable about teaching/learning strategies and about the world.

1.3. Reading Comprehension as Transactional

The transactional model takes into consideration the varying nature of language and both aesthetic and cognitive dimensions of reading. According to Rosenblatt (1988) "every reading act is an event, or a transaction that involves a particular reader and particular modes of signs, a text, and occurring at a particular time in a particular context. Instead of two fixed entities acting on one another, the reader and the text are two aspects of a total dynamic situation. The 'meaning' does not only reside as ready-made 'in' the text or 'in' the reader but happens or comes into being during the transaction between reader and text."

Thus, text without a reader is merely a set of prints capable of being interpreted as written language. However, when a reader transacts with the text, meaning happens.

1.4. Reading Comprehension as Transactional - Socio-Psycholinguistic

Goodman (1994) conceptualizes literacy processing as including reading, writing, and written texts. He states that texts were written by authors to be comprehended by readers. The meaning is in the author and the reader. The text has a potential to trigger meaning but has no meaning in itself; since it is not a characteristic of texts. This does not mean the characteristics of the text are insignificant or that either writer or reader is independent of them. How well the writer creates or produces the text and how well the reader interprets it and constructs meaning will drive comprehension. But meaning does not just pass between writer and reader. It is represented by a

writer in a text and constructed from a text by a reader. Characteristics of the writer, text, and reader will all influence the final meaning. In a transactional – socio-psycholinguistic view, the reader has a highly active role. It is the individual transactions between a reader and the text characteristics that result in meaning. These characteristics include physical characteristics such as orthography, the alphabetic system, spelling, punctuation; format characteristics such as paragraphing, lists, schedules, bibliographies; macrostructure or text grammar such as that found in telephone books, recipe books, newspapers, and letters; and wording of texts such as the differences found in narrative and expository text.

On Schema (*prior/background knowledge*) plural. schemata/schematas

Clark and Rumbold (2006) on their research explained that reading is only incidentally visual. Massive information is contributed by the reader rather than by what is printed on the page.

So powerful was the influence of prior knowledge on comprehension that Johnston and Pearson (1982) discovered that prior knowledge of topic was a better predictor of comprehension than either intelligence or a reading achievement test score. Rumelhart (1980) detailed schema as they can represent knowledge at all levels-from ideologies and cultural truths on knowledge about the meaning of a certain word, to knowledge about what patterns of excitations are associated with what letters of the alphabet. It represents all levels of experience, at all levels of abstraction.

A study conducted by Cromley and Azevedo (2007) on vocabulary paired with background knowledge as factors of reading comprehension concluded that aside from vocabulary, background knowledge was one of the strongest predictor of comprehension.

Schemata are not viewed as static but active, developing, and ever-changing (Miranda, 2010). That is, readers understand what they read because they are able to take stimulus beyond its graphic representation and assign its membership to an appropriate group of concepts already stored in their memories (Brown, 2001). As readers transact with text, they are changed or transformed, as is the text.

Similarly, as Rosenblatt (1994) avers, “The same text takes on different meanings in transactions with different readers or even with the same reader in different contexts or times” (p.63).

Anderson (1984) crafted the most elaborate account of the uses that readers can make of schemata. First, schemata provide ideational scaffolding for assimilating text information. It has slots that readers expect to be filled with information in a text. Information that fills those slots is easily learned and remembered. Second, it facilitates the selective allocation of attention. Simply, schemata guide the search for what is significant in a text, allowing readers to separate the wheat from chaff. Third, it enables inferential elaboration. No text is ever fully explicit. Schemata allow readers to make educated guesses about how certain slots must have been filled. Also, schemata allows for orderly searches of memory. For example, suppose a person is asked to remember what he did at a recent cocktail party. He could use his cocktail party schema, a specification of what usually happens at cocktail parties, to recall what he ate, what he drank, who he talked to, and so on. Fourth, schemata facilitate editing and summarizing. By definition, any schema possesses its own criteria of what is important. These can be used to create summaries of text that focus on important information. Lastly, schemata permits inferential reconstruction. If readers have a gap in their memory, they can use a

schema, in conjunction with the information recalled, to generate hypotheses about missing information.

With regard to the reader's background knowledge, it is argued by many educators that it plays a critical role in reading comprehension and that good readers draw on prior knowledge to understand what they read. It follows from this that readers activate their prior knowledge base or build a base if one does not exist in order to comprehend what they read (Singhal,1998).

In Schmidt's schema theory of motor control, set of operational rules or algorithms that have been acquired from practice or experience, determine the motor responses in a given situation. It is proposed that there is a separate schema for each class of movement and that skill proficiency is determined by how well the schema is established. The use of schema implies that there are generalized motor programs for a given class of movement. It is proposed that the schema would not take up much storage space and would help explain the ability to perform relatively novel tasks. When acquiring a new skill or competing in a game, a performer recalls and adapts the schema to suit a particular situation, and carry out the required movements. Schemata are constructed during practice from information about the initial conditions or starting points of movements, certain aspects of motor actions such as speed and height, the success or failure of actions, and the sensory consequences of actions.

Bartlett (2002), introduced the term 'schema' into the psychological literature in the sense of an active organization of past reactions, or of past experiences, which must always be supposed to be operating in any well-adapted organic response.

Schemas are content-specific organizations of knowledge that are stored in long-term memory (Cantor & Engle, 1993). Generally, they are viewed as hierarchically organized knowledge structures with generalizations or abstractions about the domain at the highest level, categories of more specific information nested within the generalizations, and specific examples of the category at the lowest level of the hierarchy (Taylor & Crocker, 1978). Schemas are derived from experience and reflect a person's construal of an object or event (Hastie, 1981). Once established in memory, they function as organizing frameworks that enable a person to: (a) selectively focus on a single stimulus; (b) draw inferences and attribute meaning to the stimulus; (c) store in memory relevant information for later use; and, (d) plan and execute a coherent, purposeful response. In other words, schemas are the cognitive foundation of purposive thought and action (Cantor, 1990). With the vast significance of schema to comprehension and learning the study highly considers its influence; therefore, it is a good predictor to use to better understand the process notably on the context of ESL learners as readers.

On Reading Strategies

Several researches had focused on the teaching of specific comprehension strategies that reflect those used by good readers and this continues to be an important focus for researchers. However, there is renewed interest in other aspects of reading comprehension. For example, an area of interest in contemporary reading comprehension research relates to the importance of individual word knowledge and decoding and its contribution to text comprehension. Another current issue is how strategic processing interacts with specific domain knowledge in content area reading (Pressley & Harris, 2006). This study shares the same notion on looking into such similar

angle considering schemata and reading strategies related to successful reading especially on the ESL context.

Li (2010) conceptualized from her study that reading is an interactive process in which readers interact with the text using their ‘prior knowledge’ and use ‘appropriate strategies’. Reading strategies refer to mental processes that readers consciously select when reading in order to make sense (Brantmeier, 2004). Mokhtari and Reichard (2002) define reading strategies as general deliberate activities undertaken by active learners to remedy sensed cognitive failure. Wise (1998) defined reading strategies as actions that readers control and select to achieve goals or objectives.

Most researchers focusing on metacognition have used an array of strategies when categorizing reading strategies. Most identification fell into two types of strategies: those to construct meaning of text as a framework for understanding, and those used to monitor understanding and take action when necessary. For instance, Block (1986) and Carrell (1989) categorized strategies as general or global strategies and local strategies. Local strategies constitute a category of decoding strategies, while global strategies are related to top-down reading, including getting the gist of reading, utilizing background knowledge, and being aware of text organization.

Some scholars classified reading strategies using different terms. Anderson (1991) groups the strategies to five categories: (1) supervising strategies, (2) support strategies, (3) paraphrasing strategies, (4) strategies for establishing coherence in the text, and (5) test-taking strategies. On the other hand, Jimenez, Garcia, and Pearson (1996) classify reading strategies to text-initiated, interactive, and reader-initiated strategies. Text-initiated strategy group included problem solving skills which relied most on the visual

signs and focused more on the available text. On the other hand, reader-initiated strategies are invoking prior knowledge, predicting, evaluating, monitoring and translating. While doing these, readers utilized more information from within themselves rather than directly obtainable from the visual text. Finally, interactive strategies involve the combination text and reader initiated strategies as the reader desires.

The scheme used in this present study is based on Sheorey and Mokhtari (2002). Using a metacognitive framework, they categorize them as: global reading strategies, problem-solving strategies, and/or support strategies. Many other researchers follow this classification. According to them, metacognitive strategies are defined as those intentional, carefully planned techniques by which learners monitor or manage their reading. Such strategies include having a purpose in mind, previewing the text as to its length and organization, or using typographical aids and tables and figures. Many studies on reading strategies recognize the role of metacognitive awareness in L1 and L2 reading comprehension (Block, 1992; Carrell, 1989; Singhal, 2001).

According to Auerbach and Paxton (1997), metacognition anchors knowledge of strategies for processing texts, the ability to monitor comprehension, and the ability to adjust strategies as needed. Schramm (2008) mentioned that metacognition of reading involves strategy awareness and perceived strategy use, as well as the actual regulation and control of the reading process. ‘Global strategies’ cited by Block(1986) are similar to metacognitive strategies, and such strategies as having a purpose in mind, previewing the text as to its length and organization, or using typographical aids, tables, chart comparing, and figures belong to metacognitive strategies. The strategies are also concerned with readers’ use of prior knowledge – cognitive-based and various strategies in their efforts to

construct meaning in the comprehension process (Pang, 2008). Similarly, Sheorey & Mokhtari (2002) consider ‘problem-solving strategies’ as the actions and procedures readers use while working directly with the text. According to them, these are localized, focused techniques used when problems develop in understanding textual information, including adjusting one’s speed of reading when the material becomes difficult or easy, guessing the meaning of unknown words, and re-reading the text for improved comprehension.

Finally, following Sheorey and Mokhtari (2001), ‘support strategies’ are basically supportive actions to learners intended to aid the reader in comprehending the text. Examples are using a dictionary, taking notes, or underlining or highlighting the text to better comprehend it.

Generally, in an ESL context, strategies are essential, not only to successful comprehension but in overcoming reading problems and becoming a better reader and comprehender (McNamara, 2009). The study claims that a parallel study should be conducted to assess the need of ESL readers considering also the benefit of the strategies to provide support within levels of reading proficiency.

On ESL Students as Readers

Researches tend to summarize that ESL readers had a great number of strategies employed when they read in the L2 settings. Connor (1984) claimed that one reason for the difference is that their L1 sets of decoding were not the same way on the L2 sets. A local study conducted by Gutierrez (2002), utilized ten (10) college freshmen ESL readers focusing on the reading behaviors of proficient and less proficient using think-aloud procedures. She concluded that ESL readers lack repertoire of more important

strategies to help them comprehend passages in English especially in expository types. Additionally, Gutierrez (2013) studied 10 Filipino elementary teachers' processing of a culturally unfamiliar expository text whose content was different from their own context. It found that teachers needed more assistance on the use of strategies that would help them engage and learn text-based information. Carrell (1989) examined the metacognitive consciousness of ESL readers on the reading strategies in their L1 and L2, and their relationship to comprehension in both languages. Respondents used native speakers of Spanish enrolled at an ESL intensive program at a university and native speakers of English with varied proficiency levels who are studying Spanish. They found local reading strategies such as grammatical structures, sound-letter, word meaning, and text detail were not correlated with L1 reading performance. Most proficient ESL readers were inclined to be global as they seemed to be using background knowledge, text gist, and textual organization or top-down skills. On the other hand, the EFL group with lower proficiency levels tended to be more local. In a more recent study, Xianming (2007) studied the metacognitive awareness of seventy-four (74) freshmen college students by asking them to accomplish the Metacognitive Awareness of Reading Strategies (MARSI) questionnaire (Mokhtari & Reichard, 2002), conducting interviews, and through passive participant observation. Results revealed that there was a moderate use of the strategies. It was identified that the most commonly used ones were reading, encircling and underlining, translating, and knowing the questions to be answered prior to reading. In the local context, Mante (2009) examined factors that affect Filipino bilingual high school students' reading comprehension in English. The study was double-edged; first was to determine and measure the participants' dimensions of motivation to read, and

second was to identify the relationships between the participants' motivation to read in English, their reading comprehension and their use of metacognitive reading strategies when reading in the same language. Results were not that too specific whether reading motivation or use of metacognitive reading strategies affected reading comprehension more, for there was no single predictor of the reading test scores.

Another local study was of Aunario (2004), who found a positive and moderate relationship between reading attitude scores and short story scores through validated questionnaire based on Mathewson's and McKenna's models of reading attitude acquisition. She reported a significant difference in attitudes toward reading between young and older elementary high school students, between male and female participants, and between those with high and low reading achievement in the different subscales of the said questionnaire. These studies have highlighted three important points about reading. First is that both good and poor ESL readers make use of strategies when they read; successful ones, however, use better and more appropriate strategies, whereas the others tend to rely on basic and decoding strategies. Secondly, readers employ different strategies when reading L1 and L2 texts. Another is that readers' beliefs affect reading comprehension. Finally, gender was another factor to match the role of one's reading attitude to reading ability.

Majority of research reviewed were done in foreign contexts, with few detailed studies looking into how schema and reading strategies awareness predict comprehension among intermediate ESL readers in the Philippine context with the consideration of the levels of reading proficiency.

Fisher and Frey (2012) emphasized a student's prior knowledge maybe the best predictor of reading comprehension. Still it is not definitely conclusive to say that with high schema is a good reader and with low schema is a poor reader.

Spiro & Esposito (1977) contended that even when an individual has a rich store of schema, it is unreasonable to think that he or she will have a prepackaged knowledge structure for every situation that may be encountered. Lu (1999) also argued that poor L2 readers often wrongly used their prior knowledge to compensate for their target deficiencies. Perhaps, they might have only experienced incorrect schemas but not because they lack of prior/background knowledge (Warsnak, 2006). Reading strategies as a metacognitive factor, on the other hand, was considered as a predictor. Zare and Noreen (2011) have confirmed the significance of reading strategies on developing language learners ESL or EFL reading comprehension skills. Comprehension requires large-scale cognitive processing but not all cognitions need metacognition and not all learners engage in metacognition. Therefore it is possible to process mental operations and do not think about them. Mante's (2009) research on Filipino bilingual high school students found that metacognitive reading strategies were not a predictor of reading comprehension.

In contrast, the study focuses on reading strategies and schemata (prior/background knowledge) as prevailing factors examined as correlates of, ESL readers' comprehension.

At present, studies on relationship of schemata and reading strategies as correlates of reading comprehension among ESL learners are not apparent especially in the Philippine setting. The existing ambiguity between the identified correlates led the researcher to seek insights that could exhibit the relationship of schemata and reading strategies to reading comprehension. Marzano (2004) pointed that what students already know is one of the strongest indicators of how well new information is processed relative to the content. It is supported by Kene and Zimmerman (1997) explaining when students make connections to the text, their reading comprehension increases. Thus, readers with higher background knowledge can comprehend and remember the text much better (Li, 2009). On the other hand, it is said that successful L2 readers know how to use strategies to enhance text comprehension (Alderson, 2000; Chamot, 2005; Yang, 2002). By contrast, poor readers lack effective metacognitive strategies and have little awareness on how to approach reading (Baker & Brown, 1984). Establishing together the relationship of the identified correlates of the present study towards reading comprehension, Phakiti (2008) studied the relationship of test-takers' use of cognitive and metacognitive strategies to the EFL reading comprehension performance which resulted to the following: 1) the use of cognitive and metacognitive strategies had a positive relationship to a certain task; and 2) high successful test-takers had a high use of strategies compare to less successful readers. The researcher assumes that the facet of cognition known as schemata (prior/background knowledge) and factor of metacognition such as reading strategies have direct relationship and to the levels of reading proficiency among ESL readers.

On the local scene, Gutierrez (2013) avers that much has to be done to equip teachers with appropriate cognitive, metacognitive, and support reading strategies so that they can perform well in ESL reading context. The researcher also shares the same belief and assumes that similar needs should be applied also to ESL learners so they can better achieve comprehension in any ESL text renditions.

Therefore, this present paper aims to correlate ESL students' reading comprehension with schemata (prior/background knowledge) as a strong predictor of comprehension in L2 sets as claimed in Cromley and Azevedo's (2007) and Marzano's (2004) studies. The research also recognizes the importance of reading strategies on comprehension among L2 readers as highlighted by Li (2010) and Mante (2009) to determine if a significant relationship exists among these.

CHAPTER III

METHODOLOGY

This chapter explains the research design, respondents, instruments, procedures, statistical treatment and some ethical considerations related to the processing of the study.

Design

The study was drawn on a descriptive design following the correlational type of research where schemata and reading strategies were selected as correlates and of to reading comprehension among Grade 10 ESL students

The researcher uses descriptive method of research to gather information about the pre-existing condition (Travers, 1969) and the collection of data in order to test hypothesis or answer questions concerning the current status of the subject of the study (Gay,1976). A descriptive research is also concerned with all of the following: hypothesis formulation, testing, the analysis of relationships between non-manipulative variables and the development of a generalization (Best& Kahn, 1998).

Particularly, the study follows the correlational-type of research design since this is the only approach that is advisable to use in practical situations on which the variables are more possibly and appropriately observed well in “real-life situations” rather than laboratories or controlled settings (Fox, 1969).

It is assumed that the students’ schemata or prior/background knowledge and reading strategies are variables that predict the reading comprehension which occurs real-time among Grade 10 ESL readers.

Respondents and Sampling

The respondents of the study were Grade 10 ESL students enrolled during the SY 2016-2017 in – a public secondary school situated at Brgy. Halang, Naic, Cavite.

Best and Kahn (1995) suggested that having a minimum number of 30 or more is often considered to be large enough in a descriptive research. Likewise, Gay (1976) offers some minimum acceptable sizes depending on the type of research as for a correlational study to have 30 samples as a subject is then advisable. From the average population which is 300 ESL Grade 10 students from six (6) class sections, the researcher only draws at random 100 students as samples. The researcher opts to deviate from the suggested number of respondents in a descriptive research in order to establish more reliable results.

For randomization to ensure integrity (Marczyk, DeMatteo, &Festinger, 2005), the researcher utilizes the lottery sampling or fishbowl technique by assigning numbers to the participants of the population. The researcher wrote numbers of all the participants from the sections of Grade 10 in small pieces of papers one number to a piece and put them in a bowl or container wide enough to be shaken so that the roll of papers moves freely. No categorization or classification was set or made in the selection of respondents since they were just purely randomly drawn within the target grade level with no set limits or qualifications as long as they were classified Grade 10 enrolled on the same school and on the same school year. The sampling was done with replacement as an arrangement of the lottery technique is used. The successive draws are made with placing back the units selected in the preceding draws, it is known as sampling with replacement. According to Fox (1969) this holds the probability of constant and more scientific since each sample is to be chosen on the same rate of probability.

Instrument (s)

1. Passages from Informal Reading Inventory (IRI)

The researcher adopted the passages intended for Grade 10 from an informal reading inventory developed by Jerry L. Johns known as the “Basic Reading Inventory 10th Edition” published 2012. It is a standardized reading inventory test and intended for pre-schoolers to Grade 12 level. It is also a reading comprehension instrument administered to secondary high schools as prescribed by the DepEd- Division of Cavite Province through the English Education Program Supervisor. The inventory was used to determine students’ level of reading proficiency at the beginning and before the end of the school year.(See *Appendices D and G*)

2. Pre-reading questionnaire

This contains ten (10) comprehension questions administered before the actual silent reading of a particular stimuli passage. These are adopted questions from the inventory therefore it was introduced as ease and presented with no options.(See *Appendices C and F*)

3. Post-reading questionnaire

This contains ten (10) comprehension questions administered after the actual silent reading of a particular stimuli passage. These are adapted questions from the inventory therefore it was introduced as ease and are provided with options. (See *Appendices E and H*)

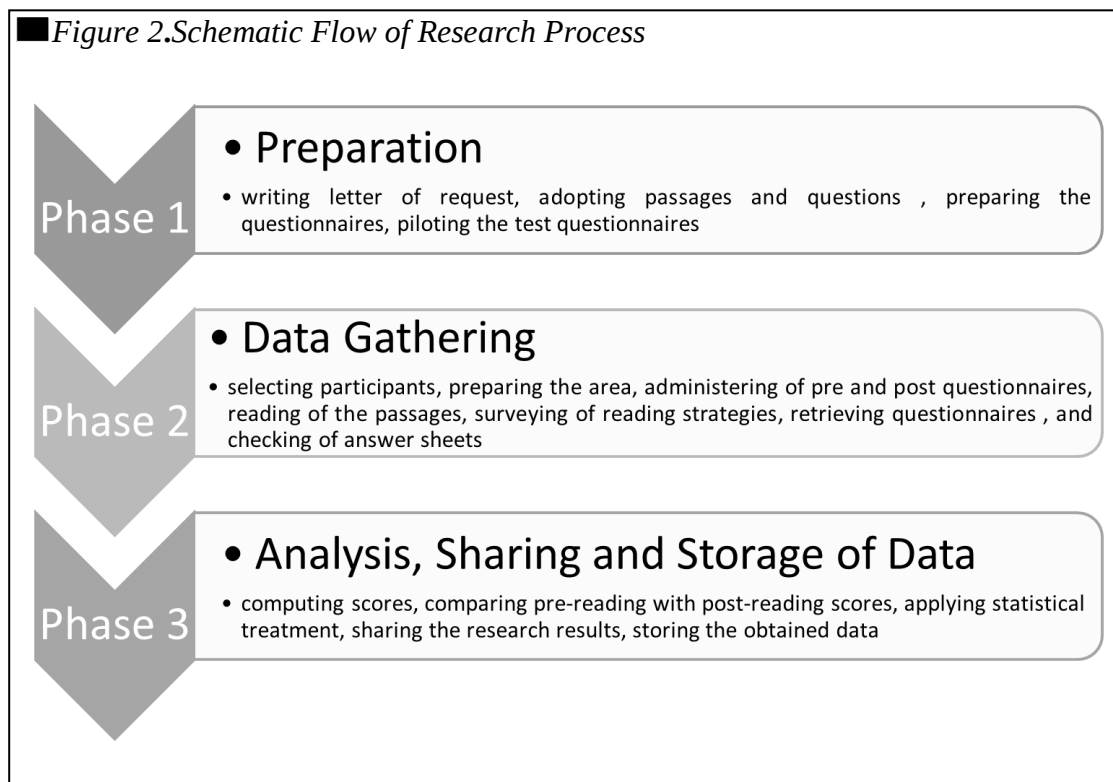
4. Survey on Reading Strategies (SORS)

The researcher adopted a survey sheet on reading strategies (*See Appendix I*) developed and tested by Mokhtari and Sheorey (2008). It has thirty (30) statements about strategies that students employ before, during, and after reading. Each item is scored in a 5-point rating scale with a corresponding descriptor for each point. The whole inventory has sub-scales to be computed. The average from the entire inventory serves as the basis of interpretation about the type of strategy pertinent to a reader (*See Appendix M*).

The authority for the use of the instrument was sought by the researcher through email to the primary author (*See Appendix N*).

Research Process

The correlational study undergoes the following phases as shown on the figure below:



Phase I: Preparation. This phase involves requesting of consent from the authorities, adopting of instruments, preparing the questionnaires, and piloting them.

Step 1. Writing letter of permission to conduct the study

The researcher wrote a letter addressed to the Schools Division Superintendent for the conduct of the study on the chosen locale and waits for its approval (*See Appendix A*).

Step 2. Adopting the passages and questions from an inventory

The researcher adopted passages and comprehension questions intended for Grade 10 students from an informal reading inventory developed by Jerry L. John known as the “Basic Reading Inventory” considered as a standardized package for reading comprehension and a more reliable assessment of reading among ESL students. The use of the inventory was in accordance to its cited disclaimer that it could be reproduced and for use as long as it is for non-commercial educational purposes only.

Step 3. Preparing the pre-questionnaire and post-questionnaire

The preparation of the pre-questionnaire and post-questionnaire was done by adapting the actual comprehension questions from the inventory. The presentation of the questions was on separate sheets and laid down in a way where students could efficiently put their answers or responses.

Step 4. Piloting the administration of the passages

The pilot of the passages and questions is made with some selected Grade 10 students who are not part of the sample group but with similar set of subjects taken,

class schedule, enrolled on the same school year, belong also on the same level, and grouped heterogeneously just like the respondents. The respondents for the pilot also belonged on the same cultural background – Filipino. The sole purpose of the pilot is to determine time limits only so as to identify the time to finish each set of questions and passage, for the purpose of proper time allotment so as not to affect other class schedules during the conduct of the study.

Phase II: Data Gathering. This phase involves selecting of participants, preparing the area and schedule for the conduct of the study, administering the questionnaires, students' reading of the passages, surveying of the reading strategies through SORS, retrieving of the materials used, and checking of students' answers and responses.

Step 1. Selecting the participants of the study

The participants of the study were one hundred (100) Grade 10 ESL students randomly selected for sampling. Ensuring collaboration between respondents and the researcher, a letter of permission from the parents/guardian was secured (*See Appendix B*). The researcher also secured schedule from the administration office and guidance and counseling office for the briefing as regards the nature of the study to the participants and its impact to the research locale. Scheduling was done so that it did not impede the classes to create any distraction on the regular school schedule.

Step 2. Preparing the area and schedule for the conduct of the study

Since the study needed one hundred (100) respondents with different class schedules, appropriate class scheduling and grouping were prepared. The population was batched into groups and by schedule basis. Each group was requested to stay on

their classrooms for the conduct of the test for the study. Their classrooms seemed to be the best place to have the reading activity since it is the most convenient and the ventilated section of the school. Further, the researcher who acted as a subject teacher at the same time was at an advantage to choose schedule which suited the respondents' most convenient time. The study was suited and safe to the locale and to the participants by having the proper communication to the school superintendent and administrator as cited on the letters of permit for the conduct of study.

Step 3. Administering the pre-reading and post-reading questionnaires

The questions of the pre-reading questionnaire focused on topics (T), facts (F), inferences (I), evaluation (E), and vocabulary (V) administered with given time limit of ten (10) minutes to (15) minutes . In addition, to assess and activate prior/background knowledge of the respondents, the researcher used anticipation approach to estimate students' schemata in which the comprehension questions about the prepared reading passages without options were given prior to reading. Their pre-answers were compared with their post-answers for the purpose of assessing their prior/background knowledge in an expressible manner. The researcher spectrums the background knowledge as low to high based on their responses written on an answer sheet provided. The set of parameters for degree schema was adopted from instrument of the study.

Step 4. Reading of the passages by the student-participants

The stimulus passages marked A and B had a time limit of ten (10) minutes for students' reading. The participants had a total of twenty (20) minutes for reading both

passages. The time allotment was the resulted time from the pilot test of the entire tools used in the study.

Step 5. Surveying of the reading strategies

The survey of the reading strategies was done immediately after the students were done with the answering of the post-reading questionnaire. Five (5) minutes was allotted for the accomplishment of the survey sheet. The maximum extent of participation of the respondents to the study was sixty (60) minutes or one (1) hour with an extension of five (5) minutes for the passing of their papers. The time allotment for each segments were made based from the pilot testing. The researcher also made letter to the subject teachers via grade level chairman for the conduct of the study to address time extension so that other subjects could not be affected.

Step 5. Retrieving of the materials

The researcher initiated the collection of the materials accomplished by the respondents and made sure that all were retrieved before they left the research area.

Step 6. Checking of student' responses and answers

The researcher together with a peer language teacher who is considered an 'inter-rater' checked the respondents' answers and later consulted with another expert for further verification. The purpose of having an 'inter-rater' procedure was to check was the avoidance of any misconception and error towards the students' responses due or to any possible scenario of immunity to students' answer during the checking. To obtain student's comprehension score, the answers were checked using the key to

correction provided on the inventory. The results served as basis of determining the reading levels: independent, instructional, and frustration.

Phase III. Analysis, Sharing, and Storage of Data. This phase involves the computing of the scores, comparing pre-reading scores with post-reading scores, recording the results, applying statistical treatment, sharing of research results, and storing the obtained data.

Step 1. Computing for scores obtained from the respondents' questionnaires and survey sheet

The researcher asked a peer to assist the computation of scores from the answer sheets accomplished by the respondents, and consulted with a Math teacher for accuracy of data gathered and their interpretation.

Step 2. Comparing pre-reading scores with post-reading scores from the questionnaires

This step was done with a help of a math expert since the comparing process on this step assessed content-schema of each respondent. The means of the scores from the pre-reading and post-reading were compared.

Step 3. Applying the appropriate statistical treatment

The researcher sought an expert for the application of the right statistical procedure to better analyze and interpret the obtained results.

Step 4. Sharing the research results

The results obtained from the study were shared to the local community by having some seminars and trainings to the language and reading teachers about the significance of content schema and the metacognitive strategies for comprehension and some symposiums to the students on how they can better utilize their prior knowledge and metacognitive strategies to have preferable reading in the ESL context. The researcher allows the publication of the study results to any circulating academic paper that helps and supports the comprehension pedagogy among language and reading educators.

Step 5. Storing the obtained data

The respondents were made anonymous and any information about their identity was collected or retained in a safe place. The records of this study were strictly confidential and kept in locked file. All electronic information encoded was secured using a password protected file saving system, accomplished through the help of an IT expert.

Statistical treatment (s)

The researcher used the following statistical treatments to analyze and interpret the results via SPSS, a statistical software package which can perform highly complex data manipulation and analysis, which operated with a Math expert.

1. Mean ($\bar{x}$)

- to determine the level of reading comprehension of Grade 10 ESL students

2. Chi-Square Test of Association

- to determine if schemata and reading strategies are significantly related to the reading comprehension of Grade 10 ESL students

3. Pearson r

- to determine if schemata and reading strategies also influence the students' specific/particular level of reading proficiency, known as independent, instructional and frustration

Ethical considerations

The researcher regards moral and values within the conduct of the study by ensuring letter of request from proper authorities as to request for the running of study approved by the Schools Division Superintendent. There was a written waiver for the parents/guardian of the G10 student-respondents so that there was clear elaboration of considerations as respondents for the research. To delve for the consent of the developers and authorities of the instruments used in the study, the research contacted them through means of communication by e-mail or letters sent accordingly. Safety of the respondents was assured by the provision of an area free of any hazards which are the school classrooms. The confidentiality of any obtained information was maintained through locked-casing of hard copies which are password-protected through archiving scheme for electronically-produced data. The participants have the right of access to their own results as they request at any time.

The study under investigation eschewed the conflict of interest of any parties or individual since no part of the research was meant for sale or for commercial purposes and with no benefit to the researcher of any amount. The research is also not funded by any organization or institution. The researcher himself is the lone entity who is involved and initiated the study for academic purposes only. The participation of the respondents in research was solely on voluntary basis and with no financial return to him/her or to his/her relatives. No money agreement was also made between the researcher and the respondents nor to their parents and relatives.

CHAPTER IV

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the results of data gathered, analysis, and interpretation of the results addressing the objectives of the study.

The study was put to determine the level of English reading comprehension of Grade 10 ESL students in reference with the content schema and reading strategies as correlates. Specifically, it tried to resolve if content schemata and reading strategies significantly relate to the level of reading comprehension of Grade 10 ESL students, and whether a relationship exists in the use of schemata and reading strategies within the levels of reading proficiency identified: independent, instructional and frustration. Data were obtained from the administration of the two (2) sets of questionnaire adapted from the Jerry Johns' Informal Reading Inventory (IRI) 10th edition, and using the survey of reading strategies (SORS) by Mokhtari and Sheorey (2008) completed by 100 Grade 10 students (n=100) with 100% response and retrieval rate.

Descriptive statistical analysis was used to identify frequencies and percentages to cover prevalent data. All respondents answered all the sets of questionnaire therefore the percentages and frequencies were equal to the total number of G10 students answering the individual set of questions. The statistical significance of relationships among the selected variables of the study was determined using the Chi-Square Test of Association and Pearson r. The level of significance was set at 0.05.

The presentation of the data gathered is organized based on the predetermined research questions with tables and figures supporting the analysis of each query.

Results and Discussion

Question 1: What is G10 ESL students' level of awareness on reading strategies vis-à-vis their reading levels: independent; instructional; and frustration?

Table 1 shows the data gathered to address the question of the study on reading strategy awareness of the respondents.

Table 1.

Level of awareness on strategies across proficiency levels

Levels of Reading Proficiency	Percentage of Respondents	Mean score	Interpretation
Independent	50%	3.765	High
Instructional	42%	3.444	Medium
Frustration	8%	3.188	Medium
Total	<u>100%</u>	<u>3.584</u>	<u>High</u>

N=100

The table shows the level of awareness on reading strategies of Grade 10 students. This data was assessed by using Mokhtari and Sheorey's Survey of Reading Strategies (SORS, 2008). The interpretation of the mean scores was done according to the range provided in the survey tool as; the average of 3.5 Or higher is considered 'high', 3.4-2.5 as medium, and 2.4 below. The proficiency levels were identified based on the comprehension scores of the respondents which was obtained from the administration of the post-questionnaire.

From the results, 50% of the population had 'high' awareness on the reading strategies having a mean of 3.765. That means the majority of the students were utilizing

reading strategies to help and support their comprehension. It could be also considered that most of them were aware on the significance of reading strategies to resolve reading problems.

Sheorey and Mokhtari (2001) pointed that an awareness of reading strategies and comprehension monitoring are essential elements that a good reader shall possess. It was also clear that the independent readers exhibited ‘high’ regards on reading strategies. Wu (2002) stated that high proficient students had more awareness of metacognitive skills than low proficient students.

On the other hand, 42% of the respondents were interpreted of ‘medium’ awareness on reading strategies, and that was identified to be instructional readers. They tend to use reading strategies moderately as needed to manage any difficulty they met on reading. It was a same case on the remaining 8% was still described to be also ‘medium’ in awareness on their reading strategies despite being ‘frustration’ readers. This suggested that instructional and frustration G10 ESL readers carried the same level of awareness on comprehension strategies and how beneficial it was to their reading.

Table 2.

Variation of awareness on reading strategies within levels

Level of Reading Proficiency	Level of Awareness			Total
	High	Low	Medium	
Independent	34	0	16	50
Instructional	17	0	25	42
Frustration	2	1	5	8
Total	53	1	46	100

Table 2 displays the G10 students' level of awareness on reading strategies classified as 'high', 'medium,' and 'low' across levels of proficiency. The 'independent' level had the eminent numeral for 'high' degree of awareness on reading strategies of 34 respondents, while none was identified 'low'. Only 16 G10 independent readers were singled out as 'medium'.

On 'instructional' level, there were also a great number of 17 identified as 'high' in terms of awareness on comprehension strategies since 'none' was recognized 'low'. However, 'medium' awareness was established through 25 readers who fell under the said category.

On the other hand, 'frustration' level shared the same characteristic with instructional with a 'medium' scale also on comprehension strategies. There were 5 students in the frustration level who resembled the mentioned level and that was larger than 'low' with only 1 and 'high' of just '2'.

The presence of 'high' awareness on comprehension strategies among G10 ESL students on reading English text was definitely significant across the levels of proficiency. L2 readers employ metacognitive reading strategies, so then more comprehension will take place (Chamnot, 1990).

This observation was made through the occurrence of greater frequency of 'high' or conscious students on their reading strategies than the 'low' or the students who were unaware of the reading strategies to cater their English comprehension. But still it was clear that those proficient readers got 'high' on their awareness on strategies when compared with students on the 'instructional' and 'frustration' level. Phakiti (2008) said

that such successful students have high use of strategies compared to the less successful readers.

Question 2: What is the degree of schemata and comprehension level of Grade 10 ESL students given: an expository text; and a narrative text?

Table 3 presents the degree of prior knowledge of the respondents in relation to the topics of the text types used as stimulus material in this study.

Table 3

Overall participants' degree of schema on topics given the text types

Text Type	Mean of the degree of schema	Standard Deviation	Interpretation
Narrative	1.50	1.56	Low
Expository	3.49	1.91	Low

N=100

The data describes the level of schema of Grade 10 students on text types and their topics for English reading. This variable was assessed for determining any influence of such on the level of comprehension. The assessment for the level of schema was done by the use of a pre-questionnaire consisted of a total of twenty (20) questions and given before reading.

The questions were divided into two (2) parts: 10 questions each for narrative and another 10 questions for expository. The levels of schema were classified based on the tool's interpretation as: high and low with respect to the set parameter as: 6-10 logically or above 50% made answers as 'high'; and 1-5 as 'low' or 50% and below.

One hundred percent (100%) of the respondents of the study were largely classified as 'low' in terms of the level schema since the entire population logically

answered only 1-5 items only out 10 items from each set of pre-questions for narrative and expository.

From the results, a difference of 1.99 in means was observed between narrative and expository texts. It was clear that the students answered 1-2 questions only were got logically out of 10 questions for the narrative that was clear from the mean of 1.50 only. On the other hand students perhaps mostly scored 2-3 out of 10 items for expository questions and that yielded to a mean of 3.49. The group also made the standard deviation of 1.56 for narrative and 1.91 on expository. These results indicated that most scores on both text types fell on the range of 1-2 and most scores did not depart from the identified intervals which is an indication of 'low' schemata.

Most of the questions that students made correct were items number 2 and 4 from the narrative pre-questionnaire that focused on facts that could be found on the stimuli passage. But even though the students were not yet reading the passage, they were able to have the second and fourth question right. From the questionnaire for narrative, the second item contains the construct '*house*' and the fourth item the word '*feeling*' which is are common and considered universal concepts for them at their level. They used to have the concepts of 'house' and 'feelings' since childhood and they had experienced encounters of those constructs frequently. Piaget on his theory of constructivism noted the presence of 'assimilation' by which a particular new idea combines in with already existing ideas and that makes the students to find good fit of their prior knowledge with respect to the second and fourth questions.

The respondents were also observed to have the same sets on answering the questions for expository. They were most likely to have answered question numbers 1, 4,

and 7 which focused also on facts that were present on the text when read. The questions seem also to contain constructs which they are familiar since their early years. However, item number 9 which is a question that focuses on evaluation was made correct by the majority of students. With reference to the question *“What services would probably become most important to people who survive a major earthquake? Why?”* it could be inferred that students had developed a good store of knowledge regarding the concept of ‘services’ especially in case of ‘earthquakes’. By considering the students context, living in a country where earthquakes are common, probably they had witnessed already scenarios or aftermaths of such phenomenon therefore that made them to see the essentiality of ‘services’ especially to people who were possibly affected.

For that reason, the students were able to store knowledge about the concepts embedded on item number 4. They were able to establish ‘connections’, then made them to answer the said item correctly although they were not yet reading the actual passage. Kene and Zimmerman (1997) explain that students make connections to the text, their reading comprehension increases.

On the other hand, students also find difficulty seeing link to other concepts on the rest of the pre-questions for both narrative and expository texts, notably on items with unfamiliar concepts; thus, made the they experienced difficulty in fitting the new information with what they already know. *‘Describe Pemberly Woods.’*, was one of the questions asked to students on the narrative. As observed, some students mistaken it as a character’s name; but actually it was the setting the story was described as woody area. The concept of ‘woods’ to students was not common; but rather they pertain such simply as ‘forest’; therefore, they thought of it the other way around. The theory of Piaget

explained it as ‘accommodation’, in which previous knowledge was molded or reshaped to acquire new knowledge if the incoming knowledge does not fit the existing. The process requires a lot of cognitive energy so the students just assimilated to resolve the unfamiliar terms.

It was also evident that students find the narrative text’s’ topic unfamiliar for them when compared with expository text content. Perhaps students were often exposed on expository than narrative texts, and that provided them more familiarity about their topics.

Familiarity on topics is culture-based on the context of ESL readers (Yousef, Karimi & Janfeshan, 2014). Students also see the narrative entitled ‘*Elizabeth meets Darcy*’ a part of ‘*Pride and Prejudice*’ out of their context since the writer was a foreigner, perhaps unknown to them and that adds more to unfamiliarity. Readers in culturally-familiar reading will perform better on such than on text with culturally-unfamiliar topics. Aside from it, the frequency of their exposure to expository topics could be numerous since they start their schooling, making them to acquire the text’s structures that are more difficult for English-only students (Sharp, 2008). As a whole, it is revealed that the respondents had a greater volume/degree of schema on expository than narrative text. Although it appears that expository texts are more difficult to comprehend, the respondents had found it easier to relate to the little knowledge they had about it, than to the content of a narrative text which was literary, fictional, and broad in its possibility of discussion.

But still, there was an apparent lack of background knowledge in reading English texts, whether narrative or expository, among the G10 ESL students. Therefore, schema

was not that in great relation to the comprehension of both text types: narrative and expository among Grade 10 ESL students.

As regards a particular text type and the respondents' degree of schema across reading levels, Table 4 reveals the results of data gathered.

Table 4.

Degree of schema for each text type across reading level

Proficiency level (n=100)	Narrative Text	Interpretation	Expository Text	Interpretation
Independent (50)	2.44	Low	4.72	Low
Instructional (42)	1.05	Low	3.12	Low
Frustration (8)	1.00	Low	2.63	Low
Total	<u>1.05</u>	<u>Low</u>	<u>3.49</u>	<u>Low</u>

In addition to the overall discussion on schema and text type, the researcher also explored the feasibility on the difference in the level of prior knowledge (schema) when G10 ESL students read a narrative and an expository text across the levels of reading proficiency.

Table 4 reveals the means of schema in the different levels of proficiency with reference to the type of text that the G10 ESL students read. The 'independent' readers earned the highest schemata mean in both text types with 2.44 on narrative and of 8.64 on expository. The participants had 'low' background knowledge on narrative text yet they possessed 'high' schema on expository text.

Instructional level of readers also shared the almost the same interpretation with 'low' schema of only 1.19 as means on narrative and an average of 7.19 which was 'high'

on expository text types. The group had exhibited the connection of their prior knowledge as they do expository reading.

With regard to 'frustration' level, the students were also distinguished of 'high' prior learning on expository text and 'low' when reading narrative, and this was similar to 'independent, and 'instructional' levels. They scored an average of only 1.06 for narrative and a mean of 6.60 on expository reading. Although there was a struggle on narrative reading, they still found more links of their previous knowledge to reading of an expository text.

From the computed schemata means, it was clear that the G10 ESL readers had a vast collection of stored data for expository text rather than narrative text. The students were very much likely to retain several exposures to expository types. Perhaps there were a great number of instances when the reading of expository text was very much likely performed on real-life situations and laid on them for reading and understanding. Again, the number and frequency of experiences affects one's ability to process and store information (Walter, 2012).

It was also evident that regardless of the proficiency level, the students seem to hold voluminous prior knowledge on expository texts. Likewise, students had abundant of encounters on expository reading since most of their school subjects deal with academic reading consisting of expository texts. Boutelier (2016) defined expository texts as texts that are existent to provide facts in a way that is educational and purposeful. They also claim expository texts as interesting to read and study because of the advantages they offer to the readers, based on their perception of the importance.

Yet, students were lacking of prior knowledge on reading narrative texts as well, possibly because they were not exposed much to such genre of the type. A narrative tells a story which could be either realistic, imagined, or mix. This type of text connects the reader with the characters and events (Janovsky, 2016). Students see such stories of ‘petite’ significance and purpose especially to their academic studies and practical life. Therefore they tend to store only a little knowledge about topics dealing with narrative types. Perhaps they also consider the topics ‘unfamiliar’ since the manifestation of very little prior knowledge was so apparent within the participants regardless of proficiency level. Text ‘familiarity’ plays a major role on the presence or absence of background knowledge (Velarde & Mandras, 2008).

The less opportunity to the reading and understanding of narrative texts could also be a root to consider on such ‘unfamiliarity’; thus, less stock knowledge was evident across the levels of reading proficiency as included in the study.

Table 5

Participants’ post-reading comprehension level on text types

Text Type	Comprehension Level	Mean
Narrative	Independent	7.59
Expository	Independent	7.32
Total	<u>Independent</u>	<u>14.91</u>

N=100

Table 5 renders the level of comprehension or proficiency among G10 ESL students on text types: narrative and expository. The scale provided on the tool was adapted to establish the interpretation.

From the set of data, it was evident that students performed independently on both text types since the students were able to answer almost 7 out of 10 questions correctly. The respondents answered the questions on narrative texts more accurately than the questions on expository as revealed by the mean difference of 0.27. The students seem to be more entertained with stories of the narrative than the facts of expository, and this entertainment gives them the positive attitude towards the questions related to it, consequently making them get a high score.

Ro and Ling (2014) revealed that readers with positive attitudes to what they read tend to read more and be successful. Overall, the students were ‘independent’ on their reading on both types of text. Nevertheless, they still performed well with expository text as it can be related to their ‘real-life’ situations.

Question 3: Does schema influence the reading level of Grade 10 ESL students?

Table 6

Schemata degree across reading proficiency levels

Level of Reading Proficiency	Degree of Schema		
	High	Low	Total
Independent	8	42	50
Instructional	2	40	42
Frustration	1	7	8
Total	11	89	100

Table 6 presents the eminence of schemata on participants with ‘high’ and ‘low’ level of schemata across the levels of reading proficiency.

From the 100 participants, 8 were considered in the frustration level, and only one student was identified with 'high' schemata. Seven (7) students had low background knowledge on the content of expository text.

The population had pinpointed 50 'independent' readers in all, with 42 samples having 'low' schema and 8 with 'high' schema. Nonetheless, the 42 identified under the 'instructional' level also had an extreme distribution of readers with 'high' and 'low' prior knowledge with only 2 respondents who were determined 'high' schema and the remaining 40 underneath the 'low' bracket of background on the topic of the English text. The 'independent' level bore the greatest number of both the 'low' schema readers and the 'high' schema readers.

From the 100 G10 ESL students, only 11 were detected of 'high' level of schemata and the 89 were identified at 'low' background knowledge. There was an evident 'insufficiency' of prior knowledge that led to the feeling of 'misconnection' about topics or contents on the reading of English texts among G10 ESL students. Broek (2004) emphasized that in order to create a coherent representation of what he or she had read, the reader would have to refer to his/her prior knowledge. The lack of the appropriate content schemata of the G10 ESL students was evident. Issa (2006) referred content schema to one's familiarity on the subject matter of the text. The identified 'insufficiency' led the students to the feeling of 'unfamiliarity, so then there was failure on text-topic connection.

Table 7.

Influence of schema on reading levels

Level of Reading Proficiency	Schema		
	Mean	Standard deviation	Interpretation
Independent	7.160	2.558	Low
Instructional	4.166	2.400	Low
Frustration	3.625	2.722	Low
Total	5.620	2.925	Low

Table 7 presents the computed means and standard deviations of one of the identified correlates, the content schema. This is to show how schema prepossesses the reading proficiency of the students. Data were grouped in accordance to the levels of reading proficiency of the students. The drawn analyses of the means were based on the set interpretation of scores and averages of the instruments used in the study.

The ‘independent’ readers had the highest mean average of 7.160 for schema which was higher than the schema level means of students under the ‘instructional’ that was only 4.166, and the ‘frustration’ with the lowest mean of 3.625. The means of schema across the levels of reading proficiency appeared to be ‘low’ as also denoted by the average mean of only 5.620. It was evident that the students in the independent level had a larger schema which they could freely use to resolve reading issues than those readers in the latter proficiency levels. Gutierrez (2002) concluded that proficient readers used their prior knowledge, translated and asked questions more often than less proficient readers.

However, the prior or background knowledge of the students about the content of the English text to read could still be considered ‘insufficient’ and perhaps ‘lacking’ for them throughout the proficiency levels. Treptow (2006) believes that the number and frequency of one’s academic-oriented experiences will help the ability to process and store information which is a component of schema.

Furthermore, the standard deviations of the schemata within the levels of proficiency whether ‘independent’, ‘instructional’, or ‘frustration’ in terms of the acquired background knowledge among learners had indicated that the knowledge about the topic of the participants was almost on the same ‘low’ level and did not depart significantly from each other.

The G10 ESL students, therefore, might just have very few experiences or encounters on dealing with such topics for English texts. Schema did not influence in any way around the levels or reading proficiency since it remained on its low degree regardless of reading level.

Question 4: Do schemata and reading strategies significantly relate to the reading comprehension of Grade 10 ESL students?

Table 8.

Correlation of schemata to reading comprehension

Value	Asymp. Sig (2-sided)
2.965 ^a	.227
3.226	.199

n=100
^a*p* ≤ 0.05; *p* ≥ 0.05, *df*= 2

To find out if the level of content schemata, as a correlate, was significantly related to the English reading comprehension among G10 ESL students, the researcher used the Chi-square test of association set at 0.05 level of significance.

Since the calculated p-value which is 0.227 is greater than the set level of significance, there is no significant relationship between the level of comprehension and level of content schemata among the G10 ESL students. Therefore, schemata does not relate to the English reading comprehension of G10 students.

Table 9

Correlation of awareness on reading strategies to comprehension

Value	Asymp. Sig (2-sided)
20.323 ^a	.000
14.166	.007

n=100
**p* ≤ 0.05; *p* ≥ 0.05, *df*= 4

To determine if there was a significant relationship on the reading proficiency and the level of awareness on reading strategies among G10 ESL students, Chi-square test of association was applied with the level of significance set at 0.05.

Since the computed p-value was 0.000 and estimated to be less than the set level of significance, the level of awareness on reading strategy is significantly related to the English reading comprehension of G10 students.

It was clear then that schema was not related to the English comprehension of the Grade 10 students; however, reading strategies influence their comprehension.

The determined ‘high’ awareness on reading strategies was related with the English reading comprehension among G10 students whereas the level of content schema

which was described to be at ‘low’ level is not related with the students’ comprehension on English reading.

It was clear that the inquiry posted the fact revealing the account of metacognitive awareness to the comprehension of G10 students in English reading; however, the level of their schemata was identified not a kin variable of their reading.

Buck (2001) argued that readers either native or non-native, experience the failure of the schemata to make sense of a text. The scenario was not because they have low level of schemata, but because there was a ‘lack of the appropriate schemata’ that could fit the situation. The students might not have the experiences and exposures in which they could possibly acquire knowledge that could match the topics discussed within the reading text.

Reading is an interactive process between the writer and the reader. Students may have the schema but the author does not provide sufficient clues in the text for them to be effectively activating the content schemata the readers may possess (Ke, 2011). The activation of schemata is essential to engage the students to a more successful reading comprehension (Greenwood, 2011) which was not done on the study. This might also be a cause of the ‘low’ mark obtained by the respondents.

Another possible reason why the low level on content schemata was observed among ESL readers is that the text is neither culturally related nor part of the reader’s background (Carell & Eistenhold, 1983). ‘Unfamiliar context’ causes more difficulties in the process of reading.

But despite the ‘low’ level of schemata among the G10 ESL students, they still had a ‘high’ level of metacognitive awareness in reading. The advantage of having a

great awareness on reading strategies benefited their reading comprehension at large. Knowing about the nature of reading and about one's reading strategies will help readers to become better in reading (Sarig & Folman, 2007). Since reading is an on-going process, so then readers may undertake the use of their various strategies such as predicting and confirming to comprehend a text. It becomes clear that the importance is attached to the reader's meaning-seeking strategies to survive a text which is unfamiliar with them. The students tend to hang to these strategies as they go along with the process of their reading. Brown (2008) also proved that the awareness of one's own understanding of reading strategies and monitoring of comprehension happens during the reading process. The G10 ESL students showed a ponderous awareness on their metacognition regardless the level of proficiency, which was evident with the high means after the comprehension check. The amount of their awareness on strategies had compensated their 'low' schemata on their English reading and led to a high yield of results. Therefore, the students had also managed to respond to the demand of the situation by doing some strategies to interpret or decode the unfamiliarity within the texts although 'lacking' of the 'appropriate' schemata.

Question 5: Is there a significant relationship among the degree of schemata, reading strategy awareness, and reading levels of Grade 10 ESL students?

Table 10

Correlation of schemata and reading strategies on Independent Reading Level

Variables	Reading Strategies	Schemata
Reading Strategies	1	.225
		.116
Schemata	.225	1
	.116	

n=50

** $p \leq 0.05$; $p \geq 0.05$, 2-tailed*

Table 10 reveals the relationship between the level of content schemata and the level of awareness on reading strategies among fifty (50) G10 ESL students classified as ‘independent’ on their level of proficiency. The results were obtained by using Pearson r on the selected variables. The level of significance was set at 0.05.

The compute significance level between the variables led to the value 0.116 which was greater than 0.05. Therefore, there was no significant relationship between the schemata and reading strategies with the level of ‘independent’.

However, independent readers according to Zemelman (2014) use only a small amount of the cognitive and metacognitive processes to understand what they are reading. Readers classified as independent perhaps make use of self-monitoring for meaning, making connections, asking connections, inferring, making predictions, visualizing and summarizing.

There is no relationship of the level of content schemata and the comprehension strategies among G10 ESL students who were on the independent level was clear-cut with reference to the results of the study. As observed, ‘low’ schema was present but the ‘high’ awareness on reading strategies was also present. Although schemata are

considered a factor for comprehension, it was non-conclusive to say that poor background knowledge would lead to non-comprehension. The comprehension of a reading text can still occur and that depends upon how the reader is aware of his or her metacognition. McNamara (2004) emphasized the essentiality of schemata to successful comprehension, but also of strategies to solve and overcome reading problems which hinder reading proficiency. Sheorey and Mokhtari (2001) considered that an ‘awareness’ of reading strategies is an essential element for comprehension a reader should possess. Students perhaps do the adjustments during their reading to counterbalance their ‘low’ schemata by applying some strategies to comprehend. Schemata are involved in predicting, visualization, previewing, coding and recall which are considered to be skills for pre-reading; but somehow they are commonly skipped because of failure to activate them on the part of the reader (Cole, 2016). The study excludes the activation of the students’ schemata since it was not part of the research objective. It was focused only on determining the level of the students’ schemata. The students on the independent level could still bounce up on comprehending an English text despite ‘low’ schemata by relying on the strategies they are aware of as they do their reading.

Table 11

Correlation of schemata and reading strategies on the Instructional Reading Level

Variables	Reading Strategies	Schemata
Reading Strategies	1	.428** .005
Schemata	.428** .005	1

*n=42*** $p \leq 0.05$; $p \geq 0.05$, 2-tailed*

The table shows that the ‘instructional’ level manifested a significant relationship between the schemata and reading strategies based on the results of the Pearson *r*. The computed *p*-value resulted to .005 that was less than the set level of significance which was at 0.05. Therefore, a significant relationship exists between the two identified correlates of English reading among the G10 ESL students on the ‘instructional’ level.

From the results, respondents identified as ‘instructional’ readers were ‘low’ on their schemata and had ‘medium’ awareness on reading strategies. The ‘instructional’ are readers characterized by of need support from teachers, parents or tutors as they do their reading (Walshire, 2016).

On this study, ‘instructional’ students were distinguished as those who answered 5-10 questions missed out of 20 comprehension questions. Since the ‘instructional’ G10 readers were not accompanied of any kind of support from anyone with the advance reading skills neither before nor during and after the reading their schemata were not activated. The situation led to ‘low’ degree of background knowledge about the topic since the students were not able to familiarize themselves with regards to the topic of the presented English texts. In fact, Velasco (2012) stated that ‘instructional’ level demands the teacher’s guidance to make a maximum progress on reading on the students.

Consequently, the students tend to rely on the strategies they were aware as they read then used these as plans to resolve the difficulties that they experienced during the reading.

Moreover, the relationship of schema and awareness among students in the instructional level was evident. Possibly the students sought to link their ‘schema’ although marked ‘low’ to what strategies they were conscious at. Perhaps, the students tried to compensate for the absence of instruction or guide as they read by applying comprehension strategies which at least they were aware.

Table 12

Correlation of schemata and reading strategies on the Frustration Reading Level

Variables	Reading Strategies	Schemata
Reading Strategies	1	.639 .088
Schemata	.639 .088	1

n=8

** $p \leq 0.05$; $p \geq 0.05$, 2-tailed*

Table 12 describes the interrelation of the selected variables with respect to the level classified as ‘frustration’. From the study, the group was made of students who had 10 questions missed out of 20 comprehension questions. The calculation was made through the use of Pearson r and the 0.05 level of significance. It was found out that the schemata and the awareness on reading strategies were not related among readers on the frustration level. Stevens, et.al. (2012) characterized poor readers as lacking of accurate sense of when they have good comprehension readiness for assessment and with low self-esteem. The ‘frustration’ students might experience extreme disappointment due to the feeling of ‘unfamiliarity’ and ‘alone’ through the course of the reading. But still they tried to reconcile with the reading situation by at least applying some sort of strategies

such as rote memorization, rehearsal and simple categorization (Stevens, et.al., 2012). However the two identified correlates of the study under the ‘frustration’ level of readers were detected not related to each other.

From the three levels of reading proficiency, the independent level and the frustration level had revealed no relationship between the level of prior/background knowledge and the level of awareness on reading strategies. The two levels were so distinct with the comprehension skills and reading capabilities, but they shared the quality of having the awareness on the reading strategies to address any kind of deficiency or shortcoming on reading with English text.

On the other hand, the ‘instructional’ level had been described with the existence of relationship between selected variables: content schemata and awareness on reading strategies. The absence of instructor who could guide their reading was remediated by the students’ attempt to connect their schema, although they got ‘low’, on their consciousness about comprehension strategies.

The identified correlates appeared to be separate and individual mechanisms that operate to cater the reading proficiency among the Grade 10 ESL students, they were notably significant with the extremes of the proficiency levels as independent and frustration. The only exception was for the ‘instructional’ wherein the prior knowledge and their perception of reading strategies were related, which developed because of the lacking of guide or tutor around to support the reading.

Along with the results, the inquiry also considered the scan of reading strategies employed by the readers transversely on the levels of reading proficiency: independent, instructional and frustration.

Table 13

Perceived reading strategies across proficiency levels

Reading Proficiency	Global strategies	Interpretation	Problem-solving strategies	Interpretation	Support-reading strategies	Interpretation
Independent	3.66	High	4.02	High	3.70	High
Instructional	3.37	Medium	3.54	High	3.46	Medium
Frustration	3.18	Medium	3.31	Medium	3.08	Medium
Total	<u>3.40</u>	<u>Medium</u>	<u>3.62</u>	<u>High</u>	<u>3.41</u>	<u>Medium</u>

Table 13 presents the means of the reading strategies that were considered in the study namely: global, problem-solving, and support. The identification of the strategies was based on the classification provided in the Survey of Reading Strategies (SORS) by Mokhtari and Sheorey (2008). The survey was the tool used to determine the participants' awareness on strategies for reading and the mean of each strategy was calculated on the basis of the computation furnished in the SORS. The instrument had 30 statements answered by the students using a range of 1-5. The administration of the survey showed 100% return of response from the respondents since there was no case of unreturned sheets.

From the data obtained, independent readers showed 'high' awareness on the different categories of reading strategies. They obtained their highest mean score on problem-solving strategies with 4.02. The use of support strategies opted to be their second option with 3.70; and third, global strategies of 3.66. The means gained by the respondents indicate their 'high' regards on strategies to resolve any reading problems. Meanwhile, instructional readers had problem-solving strategies as their topmost solution on their reading deficiencies. It had the highest mean of 3.54 which interpreted as 'high'

followed by support strategies with 3.46. They least prefer global strategies with only 3.37. Both support and global strategies were interpreted 'medium' of awareness, meaning instructional students have a moderate consideration of these strategies to help them out to their reading. Frustration readers had a 'medium' awareness on all the kinds of reading strategies, but they also prefer problem-solving strategies as the topmost consideration in comprehending to English text. That was proven with a mean of 3.31 which is the highest on that level of proficiency. However, they put global strategy as their second choice over support strategies at a minimal margin of .1 differences as another option to help them on their reading.

Overall, the computed means of the three strategies showed that the G10 ESL students had 'high' regard on their metacognition. The readers, regardless of the proficiency level, possessed 'high' awareness on the strategies that could aid them when reading an English text.

It was plain that the G10 ESL students in any level of proficiency find 'problem-solving strategies' the most useful and helpful for them. Moktari and Sheorey (2008) defined such strategies as localized procedures that are focused on procedures used when readers encountered difficult reading materials. Skills like guessing the meaning and unknown words and rereading text were examples of this strategy. The students utilized such scheme to resolve 'unfamiliarity' even though they had 'low' schemata. On Kirby's Theory of Reading (1998) he termed strategies as 'styles' and coined 'problem-solving strategies' as 'analytic' styles which is characterized by strategies which orient the reader to the details of the text and rely much on the information on the page and not upon either prior knowledge or the generation of deep meaning.

The use of ‘support-reading strategies’ was viewed as a second option of the ESL readers to back up their reading of English text. These strategies include the basic support mechanisms intended to aid the reader in comprehension (Mokhtari & Sheorey, 2008). The using of a dictionary, taking notes and underlying text are some activities that relate to this kind of strategy. The G10 ESL readers despite their proficiency level were considered to utilize support strategies next to problem-solving schemes.

Finally, the ‘global reading strategies’ were the least alternative the G10 ESL readers had considered to overcome their difficulties when reading. Global strategies are blueprints containing well-intended and carefully planned strategies by which learners monitor their reading (Mokhtari & Sheorey, 2008). This category involves the setting of purpose for reading, previewing the text and using typographical aids.

The theory of reading by Kirby (1998) attributed ‘global’ strategies as ‘styles’ used by ‘global’ readers who use strategies that avoid dealing with details of the words or details of the ideas to be identified and relies too much upon on prior knowledge and rely too small on a subset of information presented in the a certain reading text.

Since the study found that the G10 ESL students had ‘low’ schema, it reveals that the students took global strategies of slightest preference over the other comprehension designs. The readers over the levels shared the same perspective on having ‘global’ mode of reading not of much significance but still an option for them to exercise while reading an English text.

Alongside with the findings, the consideration of how students acquire and form their knowledge must be of high regard especially when teaching students to read on the context of ESL learners given their varied levels of proficiency. Knowing what students

know was essential for ESL teaching, and strengthening comprehension strategies that work to them is a good bridge to address some deficiencies in comprehension.

In relation to English language teaching, the findings may help to draw programs and other pedagogies for language teachers that consider students' background knowledge about the world and concepts around so that teachers could better understand how ESL learners comprehend with the consideration of levels of reading proficiency.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary, conclusions and recommendations based upon the findings and results of the study.

Summary

The primary objective of the study was to determine the relation of the selected variables: content schemata and awareness on reading strategies as correlates to the English reading comprehension of the G10 ESL students. And besides to ascertain if a relationship exist between the identified correlates within the identified levels of reading proficiency: ‘independent’, ‘instructional’ and ‘frustration’. In addition, is to figure out the level of English reading comprehension among the G10 ESL students.

The study also describes the schema level and comprehension level of the students when processing in an English narrative or expository text; see if a difference exists among the levels of proficiency; and finally, unveils the reading strategies employed by ESL readers when faced with an unfamiliar context.

The inquiry took up 100 Grade 10 ESL students which were randomly selected and enrolled on a secondary public high school situated at Naic, Cavite.

The researcher employed the descriptive method of research to describe the pre-existing condition that was through the formulation of hypothesis and gathering of data to see if relationships may dwell upon so then the study also likewise followed the correlational design of research.

The data were treated using mean, Chi-square test and Pearson r as statistical procedures and treatments to obtain the reliability and validity of results and findings. The mean was utilized to off-load the level of English reading comprehension among the G10 ESL students. Then the Chi-square test was preferred to assess if schemata and awareness on reading strategies were related to the English reading comprehension among the G10 ESL students. And eventually, the Pearson r test to recognize any relationship that might exist between prior knowledge and awareness on comprehension strategies across the levels of reading proficiency: 'independent', 'instructional' and 'frustration'.

The students' awareness on reading strategies and perceived common strategies used were also identified through the administration of the Survey of Reading Strategies (SORS).

Major Findings

1. The inquiry resulted to the actuality that the overall, general English reading comprehension of the Grade 10 ESL students is on the level of 'independent' with regard to the correlates content schemata and awareness on reading strategies.
2. The G10 ESL students were mostly on independent level in reading despite the 'low' level of content schemata. The fact that their awareness on their reading strategies was 'high' made them to perform and execute even with 'lacking' of prior knowledge about the topics.
3. The identified correlates (content schemata and reading strategy awareness) also show no existing relation from one another in connection to the general comprehension levels of the ESL students, therefore they are separate

mechanisms of reading comprehension. However, the correlates show relationship to comprehension when the different levels of reading proficiency was considered among ESL students.

4. The identified correlates tend to be separate mechanisms for support and assistance toward comprehension depending on the students' specific reading levels. This means that the reading strategy awareness influences the independent readers' understanding; but it is both content schema and strategy awareness that influence the understanding of instructional readers. Nevertheless, these variables seem not to contribute to the understanding of frustration readers. In addition, 'instructional' readers resolved on the absence of instructor to guide their reading by utilizing their background knowledge even though marked as 'low' together with their 'medium' awareness on the comprehension strategies working together.
5. The G10 ESL readers also show difference on schema level when reading a narrative and an expository text across the levels of proficiency. The group has a 'high' mark of prior knowledge on expository text topic. The students also perceive expository text something beneficial and significant for their academic tasks in school since most of the school subjects carry facts for educational purposes. On the other hand, the population has 'low' prior knowledge about topics on narrative. The readers struggle to find link to the narrative text since they suffer on the 'lacking' of 'appropriate' schema to fit the topic. The few experiences they had with narratives is a clear root of the

scenario and that led to the perception of the narratives as less significant and less of purpose for their academics.

6. Lastly, the G10 readers regardless of proficiency levels have preferred ‘problem-solving’ strategies as an essential plan to resolve any query when reading an English text, either narrative or expository. The students rely much on the textual information and process them accordingly based on their localized procedures. The metacognition of the ESL students is also aided by ‘support’ strategies as they prefer to use basic methods to ease any reading obstacle such as dictionaries, note taking, and text underlining.

Conclusions:

Based on the findings, the following conclusions are drawn:

1. The readers can perform the demands of their grade level as indicated by their general comprehension level. They can also handle any reading task within their grade and could perform perhaps even beyond it.
2. It is not schema on topics alone that makes them comprehend the texts they read. Other factors contribute toward their comprehension, perhaps like attitudes, interest, and cultural background among others.
3. In general, it is neither the content schema nor the awareness on reading strategies singly or independently from each other that make readers comprehend and connect to the text in total. Content schemata could work or not to help comprehension depending upon the learner’s reading level; while awareness on reading strategy plays a major role to comprehend a text regardless of proficiency level especially on the ESL context.

4. The identified correlates are actively influential depending on the reader's level of reading proficiency. Independent readers have high regards on the advent of reading strategies to help their comprehension; instructional readers had used to blend what they already know and to what strategies could help them to reading text; and frustration readers have other factors that make them comprehend, but there are not within the preview of the study.
5. Prior knowledge changes as ESL learners read. This modification helps them to comprehend and perform on their level.
6. The G10 ESL students rely heavily on the information available on the text when they read, as indicated by the problem solving strategies they utilize to sail through the texts; and they depend on their knowledge on metacognitive skills to resolve reading problems.

Recommendations:

In light of the findings and results, the study recommends the following for any further study, expansion of perspectives, and development of knowledge related to the present research.

For student-readers:

1. Explore on other topics for reading that will help the formulation of new knowledge.
2. Engage on the use of other types reading strategies that could provide novelty on bridging reading problems.
3. Hook on the reading opportunities that are available since these could increase their prior knowledge and discovery of metacognitive strategies that work best.
4. Treat every reading activity as a means to acquire new experiences and an avenue to discover one's strengths' and weaknesses.
5. Discover other ingredients that help reading comfortable and with ease.

For teachers:

1. Consider schema and reading strategies based on the reading levels of the students. These correlates work best when matched with the understanding of the learners' needs in reading.
2. Provide diversity of text types to increase students' background knowledge and broaden their views on the significance of reading with comprehension.
3. Look on the readers' level of proficiency since each stratum carries different needs and demands for them to address.

4. Inquire into other possible and potential factors that could affect students' comprehension across levels.
5. Encourage the students the freedom to apply reading strategies at their own decision.

For curriculum writers:

1. Include varied reading activities that could activate ESL students' prior knowledge.
2. Consider varied reading levels of proficiency in the providence of reading text.
3. Operate on culture-based text so that students could have better link to the significance of what they are reading.
4. Develop reading programs that would recognize the presence of various schema types and reading strategies.
5. Formulate reading curriculum that would place students according to their levels of reading proficiency

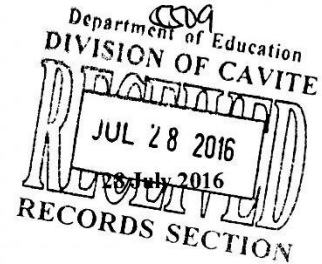
For researchers:

1. Use other means to measure schemata and reading strategies such as observation, performance, and think aloud to validate results of self-reports.
2. Regard other text genres aside from narrative and expository to see schemata of students in other text types.
3. Involve different levels of respondents to see if a difference or relation would exist in the context of schemata and reading strategies.

4. Employ random sampling with strata to better classify see groups of respondents.
5. Make use of greater or bigger number of respondents for more generalizable results.
6. Use other correlates such as gender, academic achievement and other reading factors together with the variables considered on the present study.
7. Study the influence of the correlates used in the study but in different areas of discipline such as Math and Science.

Appendix A
Letter to Schools Division Superintendent

For Review



MS. CHERRYLOU D. DE MESA
OIC, Schools Division Superintendent
Department of Education – Division of Cavite
Trece Martires City, Cavite
Philippines

RE: Permission to Conduct Research Study

Madam:

I am **WILBERT A. SORIANO**, writing to request permission to conduct a research study at Naic National High School in Naic, Cavite.

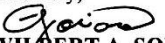
I am currently enrolled in **Master of Arts in Education** with specialization on **English Language Teaching** at **Philippine Normal University, Taft Ave., Manila**, and am in the process of writing my Master's thesis. The study is entitled "**Content Schema and Reading Strategies as Correlates of English Reading Comprehension among Grade 10 ESL Students**"

I hope that your kind office will allow me to recruit 100 respondents from the total population of Grade 10 students from the target school. They are to anonymously complete a 4-page questionnaire based from 2 single paged passages and a 2-page survey sheet (copies enclosed).

Participants are to be randomly selected; chosen students will be given a consent form to be signed by their parent or guardian (copy enclosed) and returned to the primary researcher at the beginning of the survey process. If approval is granted, student participants will complete the research tools in a classroom or other quiet setting on the school site such as the library. The time for participants' completion may take either a recess, during school time, lunch, after school and permission is to be asked accordingly. The process of administration should take no longer than 50 minutes. The results will only be pooled for the thesis project and individual results of this study will remain absolutely confidential and anonymous. Should this study be published, only pooled results will be documented. No costs will be incurred by either the school or the individual participants.

The approval to conduct this study will be greatly appreciated. I will follow up with a drop-by next week and would be happy to answer any questions or concerns that you may have at that time. I may be contact at my email: wilbertsoriano@v7mail.com or via 09293209669.

Sincerely,


WILBERT A. SORIANO
Graduate student

Appendix B
Endorsement from the School Superintendent



1st Endorsement
July 28, 2016

Respectfully returned to Wilbert A. Soriano, researcher, De Philippine Normal University, with the information that this Office interposes no objection to the attached request to conduct a study entitled "Content Schema and Reading Strategies as Correlates of English Reading Comprehension among Grade 10 ESL Students", provided that the following conditions will be taken into consideration:

1. There should be proper coordination with the School Head within of Naic National High School;
2. The activity should be scheduled after class hours;
3. The activity should not disrupt classes nor interfere with the regular activities of the school;
4. Participation to this activity is strictly voluntary;
5. The researcher should submit to this Office a completion report of the activity;
6. In case there are selected pupils who will be interviewed, Written consent from the parents should be secured and kept on file in the Principal's office for ready reference;
7. A copy of the research shall be submitted to the Library Hub through the Division Librarian, for utilization of other researchers in this division.

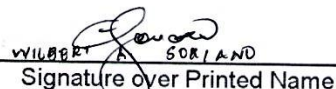


by: ELIAS A. ALICAYA, JR. Ed.D.
OIC-Assistant Schools Division Superintendent

by: CHERRYLOU D. DE MESA
OIC - Schools Division Superintendent

AGREEMENT

I agree to submit a copy of the research to the Division Library Hub through the Division Librarian for the utilization of other researchers in this Division.


Signature over Printed Name

School/District: _____

Contact No.: _____

Appendix C
Letter to School Principal

05 August 2016

MERCY J. DE BORJA
Principal IV
Naic National High School
Brgy. Halang, Naic, Cavite

RE: Permission to Conduct Research Study

Madam:

I am **WILBERT A. SORIANO**, writing to request permission to conduct a research study at Naic National High School in Naic, Cavite.

I am currently enrolled in **Master of Arts in Education** with specialization on **English Language Teaching** at **Philippine Normal University, Taft Ave., Manila**, and am in the process of writing my Master's thesis. The study is entitled "*Content Schema and Reading Strategies as Correlates of English Reading Comprehension among Grade 10 ESL Students*"

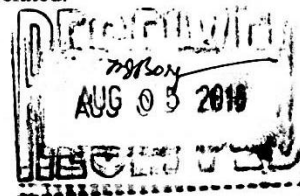
I hope that your kind office will allow me to recruit 100 respondents from the total population of Grade 10 students from the target school and approximately a single class size for the pilot of the research tools. They are to anonymously complete a 4-page questionnaire based from 2 single paged passages and a 2-page survey sheet (copies enclosed).

Participants are to be randomly selected; chosen students will be given a consent form to be signed by their parent or guardian (copy enclosed) and returned to the primary researcher at the beginning of the survey process. If approval is granted, student participants will complete the research tools in a classroom or other quiet setting on the school site such as the library. The time for participants' completion may take either a recess, during school time, lunch, after school and permission is to be asked accordingly. The process of administration should take no longer than 50 minutes. The results will only be pooled for the thesis project and individual results of this study will remain absolutely confidential and anonymous. Should this study be published, only pooled results will be documented. No costs will be incurred by either the school or the individual participants.

Attach herewith also, is a copy of the endorsement from the Division Office which approves the conduct of the study for your further verification.

The approval to conduct this study will be greatly appreciated.


WILBERT A. SORIANO
Graduate student



Appendix D
Endorsement from the School Principal

30 August 2016

To: Grade 10 Language Teachers
This School

Thru:


EMERLISA L. PEREZ
Grade 10 Year Level Chairman
Naic National High School – Naic, Cavite

RE: Notice for the Conduct of Research Study

Madam:

As per approved by this office, this respectfully nominates **WILBERT A. SORIANO**, a researcher currently enrolled in **Master of Arts in Education with specialization on English Language Teaching** at **Philippine Normal University, Taft. Ave., Manila** for the conduct of his research study among Grade 10 students enrolled for the SY 2016-2017.

In line with, I am requesting that your level department though this endorsement will allow him to carry out the research procedures following the proposed schedule below and that is to borrow the students' *'English time only'* with respect to the class schedule of the teacher/s concerned.

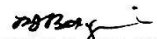
<u>ACTIVITY</u>	<u>DATE</u>
PILOT TESTING	01 September 2016 – Thursday
DISTRIBUTION OF PARENTAL CONSENT/ ORIENTATION TO STUDENTS	08 September 2016 - Thursday
TEST ADMINISTRATION/SURVEY	15 & (22) September 2016 - Thursday

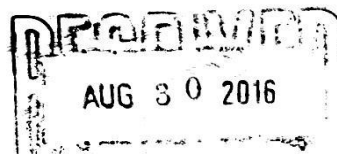
This anticipates your outmost consideration and most desirable response.

Please note that rescheduling be granted in case unexpected circumstances occur during the course of his research conduct.

Thank you.

Signed & Approved:


MERCY J. DE BORJA
Principal IV



Appendix E
Consent to Participate in the Research Study

Title of the Study: “Content Schema and Reading Strategies as Correlates of English Reading Comprehension among Grade 10 ESL Students”

Researcher: Wilbert A. Soriano, graduate student from Philippine Normal University

Email Address: wilbertsoriano@y7mail.com **Contact no:** 09293209669

Madam/Sir:

Good day!

Your son/daughter _____ is selected to participate in the study which seeks to find out the level of reading comprehension of grade 10 students. He/she is selected as a participant through random method and since he/she is on the target group found to be in need of anxious assessment as to what they already know and what learning strategies would best fit to him/her in improving his/her reading comprehension level. Therefore, I request to read this form and be free to ask questions before agreeing to be in the study.

The purpose of the study is to assess the level of reading comprehension of your child through what he/she already knows prior to reading academic text which they commonly met when studying most of their subjects. This inquiry also attempts to appraise the reading strategies that best works with your child as they do their own reading. If you agree, your child will be performing the following only once: first, answer ten (20) questions before and after reading two (2) passages; second, fill-up a survey sheet. Forty (40) minutes will be the time allotted for your child to accomplish the assigned tasks. The researcher foresees no risk since proper orientation to the participants will be conducted prior to actual test and ensures that their results are treated confidential.

The benefits of participation are: 1) your child's schema (prior/background knowledge) or what your child already knows would be carefully assessed and identified towards meaningful learning 2) the child's unseen reading weaknesses are addressed through the recognition of reading strategies that work on them best at English context and 3) providing child's the right support and suitable assistance as they do their reading process. The study is anonymous and any information about the identity of the child will not be collected or retained. The records of this study will be strictly confidential and will be kept in locked file. All electronic information if to be encoded will be secured using a password protected file saving.

The decision to have your child participate in this study is entirely up to you and you may refuse to take part in the study at any time without affecting your child's relationship to the researcher. The decision will not result to any loss or benefit to which you are entitled to. You have the right not to answer any single question, as well as to withdraw completely your child from the study at any point during the process; additionally you have the right to request that the researcher not use your child as a participant.

You have the right to ask questions about this research study and to have those questions answered by before, during or after the research. If you have any further questions about the study, and feel free to contact on mobile number. If you wish, a summary of the results of your child will be sent to you.

Your signature below indicates that you have decided to allow your child as a research participant for this study, and that you have read and understood the information provided above. You will be given a signed and dated copy of this form to keep, along with any other printed materials deemed necessary by the researcher.

Subject's Guardian Name (*print*) _____ Contact no. _____

Subject's Guardian Signature: _____ Date: _____

Researcher's Signature: _____ Date: _____

Appendix F
Pre-reading questionnaire (A)

Directions: Read the questions to yourself; then tell what you think will happen. Write your answers on the space provided after each number.

Title of Passage A: Elizabeth Meets Darcy

1. What is the story about?

2. What did Pemberly House look like?

3. Describe Pemberley Woods.

4. How did the group feel about what they are seeing?

5. What did they see when the woods ceased?

6. When did Elizabeth see the owner of Pemberley Woods?

7. How did Elizabeth get to Pemberley Woods?

8. What does it mean when the story says that “Elizabeth’s mind was too full for conversation?”

9. Under what circumstances might someone be nervous about meeting the owner of a large mansion?

10. Explain what “ascended” means in this sentence: They gradually ascended for half a mile.

Appendix G
Stimulus Passage A
Elizabeth Meets Darcy

Elizabeth watched for the first appearance of Pemberley Woods with some perturbation; and when at length they turned in at the lodge, her spirits were in a high flutter.

The park was very large and contained great variety of ground. They entered it in one of its lowest points, and drove for some time through a beautiful wood, stretching over a wide extent.

Elizabeth's mind was too full for conversation, but she saw and admired every remarkable spot and point of view. They gradually ascended for half a mile, and then found themselves at the top

of a considerable eminence, where the wood ceased, and the eye was immediately captured by Pemberley House, situated on the opposite side of a valley, into which the road with some abruptness wound. It was a large, handsome, stone structure, standing well on rising ground, and backed by a ridge of high woody hills. She had never seen a place for which nature had enhanced more, or where natural beauty had been so little counteracted by an awkward taste. They were all of them warm in their admiration, and at the moment she felt that to be mistress of Pemberley might be something!

They descended the hill, crossed the bridge, and drove to the door; and, while examining the nearer aspect of the house, all her apprehensions of meeting its owner returned. As she walked across the lawn, Elizabeth turned back to look again, and the owner himself suddenly came forward from the road.

Appendix H
Post-reading questionnaire (A)

Directions: Read the questions carefully; then select the best answer based on the text. Write the letter of your answer on the space provided before each number.

Elizabeth Meets Darcy

- _____ 1. What is the story about?
- A. Elizabeth going to Pemberly woods
 - B. Elizabeth visiting her friend into the woods
 - C. Elizabeth looking for a house to move in
 - D. Elizabeth planning a business at Pemberly Woods
- _____ 2. What did Pemberly House look like?
- A. creepy cracked; ancient; mysterious
 - B. large; handsome; a stone structure
 - C. middle-rate; wood and stone made; dark
 - D. small; wood structured;
- _____ 3. Describe Pemberly Woods.
- A. large; a forest; hilly; valley; woody
 - B. mountainous; dangerous; muddy
 - C. narrow; plateau; denuded; dry
 - D. plain; windy; remote; damp
- _____ 4. How did the group feel about what they are seeing?
- A. afraid on they seeing; terrified; bothered
 - B. lonely in their feelings; tired; sad
 - C. warm in their admiration; excited; happy
 - D. worried about the place; uncomfortable; uninterested
- _____ 5. What did they see when the woods ceased?
- A. house
 - B. picnic area
 - C. play house
 - D. swamp
- _____ 6. When did Elizabeth see the owner of Pemberly Woods?
- A. When she came up to the outside house; as she walked across the lawn
 - B. When she move in to her new house; as she walked outside the street
 - C. When she drove to the city hall; as she walked toward the lobby
 - D. When she ran into the woods; as she explored the inside cave

_____ 7. How did Elizabeth get to Pemberley Woods?

- A. biked
- B. drove
- C. jogged
- D. swam

_____ 8. What does it mean when the story says that “Elizabeth mind was too full for conversation”?

- A. Elizabeth’s emotion was excited for a gift
- B. Elizabeth’s mind was preoccupied with worry
- C. Elizabeth’s feeling was troubled much of her debts
- D. Elizabeth’s car was not anymore covered by insurance

_____ 9. Under what circumstances might someone be nervous about meeting the owner of a large mansion?

- A. When he/she is not yet eating his/her breakfast
- B. When he/she left his/her car key at somewhere
- C. When he/she forgets to bring his/her pet to the meeting
- D. When/she does not have enough knowledge about the owner

_____ 10. Explain what “ascended” means in this sentence: They gradually ascended for half a mile.

- A. go down
- B. push through
- C. sink in
- D. went up

Appendix I
Pre-reading questionnaire (B)

Directions: Read the questions to yourself; then tell what you think about. Write your responses on the space provided after each number.

Title of Passage B: Earthquakes

1. What is the passage about?

2. This article named three cities where earthquakes have caused extensive damage. Name two.

3. How many earthquakes occur throughout the world each year?

4. According to the article, what problems do earthquakes cause for people?

5. What is seismograph?

6. What is the purpose of Richter scale?

7. How do earthquakes occur?

8. What probably explains why so many people were killed in Japan's 1923 earthquake?

9. What services would probably become most important to people who survive a major earthquake? Why?

10. Explain what "infamous" means in this: The infamous San Francisco earthquake of 1906 caused over \$200-million worth of damage.

Appendix J
Stimulus Passage B

Earthquakes

Earthquakes can be devastating natural disasters. The infamous San Francisco earthquake of 1906 caused over \$200-million worth of damage, destroyed almost 30,000 buildings, and killed about 450 persons. In Japan, the cities of Tokyo and Yokohama were leveled by the earthquake of 1923 in which more than 140,000 persons were killed by falling buildings and fires, and over a million people were left homeless—all in 30 seconds.

Hundreds of earthquakes occur every year throughout the world. Fortunately, few are as destructive as those described above. The development of an accurate system for predicting earthquakes would lessen the loss of life and property, but at present scientists can only study these phenomena. The study of earthquakes is called seismology. Seismographs, instruments sensitive to ground movement, are used to chart each motion, and the Richter Scale is commonly used to grade each earthquake's strength on a 1-to-10 scale.

It is now known that earthquakes are created by sudden shifts that occur along faults deep in the earth's crust. According to the Theory of Continental Drift, the earth's crust consists of about twenty rigid sections, or plates, that are in continuous movement. This movement grinds and presses rocks at the edge of the plates. If the pressure becomes too great, the rocks shift, and the resulting movement sends energy, or seismic waves, to the surface of the earth. Most major earthquakes occur along the edge of the plates, and the most damaging impact occurs at the first surface-point reached by the seismic waves.

Appendix K
Post-reading questionnaire (B)

Directions: Read the questions carefully; then select the best answer based on the passage. Write the letter of your answer on the space provided before each number.

- _____ 1. What is the passage about?
- A. Causes and effects of earth's surface movements
 - B. Destruction of land masses and forms
 - C. Earthquakes, its scientific study and how they occur
 - D. Human activities that destroys nature
- _____ 2. The article named three cities where earthquakes have caused extensive damage. Name two.
- A. Baguio; Davao
 - B. Fukushima; New York
 - C. Manila; Quezon
 - D. Tokyo; San Francisco
- _____ 3. How many earthquakes occur throughout the world each year?
- A. Hundreds
 - B. Tens
 - C. Thousands
 - D. Millions
- _____ 4. According to the article, what problems do earthquakes cause for people?
- A. People fell on cracks; water lacks; food spoils
 - B. People keeps fighting; trees die; garbage scatter
 - C. People killed; fires erupt; buildings fall
 - D. People lost games; movies postponed; malls closed
- _____ 5. What is seismograph?
- A. An instrument which filter sound waves
 - B. An instrument liable to measure wind speed
 - C. An instrument that predicts storm signals
 - D. An instrument sensitive to ground movement
- _____ 6. What is the purpose of a Richter scale?
- A. To determine the earthquake's epicentre
 - B. To grade an earthquake's strength
 - C. To locate the area where earthquake struck the most
 - D. To measure of cracks made by earthquakes

_____ 7. How do earthquakes occur?

- A. A change in earth's crust caused by heavy machineries and mining activities produce the earthquake's power to unleash
- B. A sea movement triggers the earth's land mass to be unstable that causes seismic waves
- C. A sudden shifting of rocks in earth's crust sends seismic waves or energy to the surface of the earth
- D. A thunder strikes the earth's crust and creates the shaking energy towards the earth's center

_____ 8. What probably explains why so many people were killed in Japan's 1923 earthquake?

- A. The earthquake occurred when people are all inside their houses
- B. The earthquake occurred when people are so much tired
- C. The earthquake occurred in areas where knowledge about earthquake lacks
- D. The earthquake occurred in two large cities with large populations

_____ 9. What services would probably become most important to people who survive a major earthquake?

- A. communication, transportation, internet connection
- B. feeding, accommodation, debriefing
- C. occupation, relaxation, parking area
- D. shopping centres, amusement, schooling

_____ 10. Explain what "infamous" means in this sentence: The infamous San Francisco earthquake of 1906 caused over \$200- million worth of damage.

- A. evident
- B. mysterious
- C. notorious
- D. unfelt

SURVEY OF READING STRATEGIES

Kouider Mokhtari and Ravi Sheorey, 2008

The purpose of this survey is to collect information about the various strategies you use when you read **school-related academic materials in ENGLISH** (e.g., reading textbooks for homework or examinations; reading journal articles, etc.) . Each statement is followed by five numbers, 1, 2, 3, 4, and 5, and each number means the following:

'1' means that 'I **never or almost never** do this'.

'2' means that 'I do this **only occasionally**'.

'3' means that 'I **sometimes** do this'. (About 50% of the time.)

'4' means that 'I **usually** do this'.

'5' means that 'I **always or almost always** do this'.

After reading each statement, **circle the number** (1, 2, 3, 4, or 5) which applies to you. Note that there are **no right or wrong responses** to any of the items on this survey.

Statement	Never		Always	
1. I have a purpose in mind when I read.	1	2	3	4 5
2. I take notes while reading to help me understand what I read.	1	2	3	4 5
3. I think about what I know to help me understand what I read.	1	2	3	4 5
4. I take an overall view of the text to see what it is about before reading it.	1	2	3	4 5
5. When text becomes difficult, I read aloud to help me understand what I read.	1	2	3	4 5
6. I think about whether the content of the text fits my reading purpose.	1	2	3	4 5
7. I read slowly and carefully to make sure I understand what I am reading.	1	2	3	4 5
8. I review the text first by noting its characteristics like length and organization.	1	2	3	4 5
9. I try to get back on track when I lose concentration.	1	2	3	4 5
10. I underline or circle information in the text to help me remember it.	1	2	3	4 5
11. I adjust my reading speed according to what I am reading.	1	2	3	4 5
12. When reading, I decide what to read closely and what to ignore.	1	2	3	4 5
13. I use reference materials (e.g. a dictionary) to help me understand what I read.	1	2	3	4 5
14. When text becomes difficult, I pay closer attention to what I am reading.	1	2	3	4 5
15. I use tables, figures, and pictures in text to increase my understanding.	1	2	3	4 5
16. I stop from time to time and think about what I am reading.	1	2	3	4 5
17. I use context clues to help me better understand what I am reading.	1	2	3	4 5
18. I paraphrase (restate ideas in my own words) to better understand what I read.	1	2	3	4 5
19. I try to picture or visualize information to help remember what I read.	1	2	3	4 5
20. I use typographical features like bold face and italics to identify key information.	1	2	3	4 5
21. I critically analyze and evaluate the information presented in the text.	1	2	3	4 5
22. I go back and forth in the text to find relationships among ideas in it.	1	2	3	4 5
23. I check my understanding when I come across new information.	1	2	3	4 5
24. I try to guess what the content of the text is about when I read.	1	2	3	4 5
25. When text becomes difficult, I re-read it to increase my understanding.	1	2	3	4 5
26. I ask myself questions I like to have answered in the text.	1	2	3	4 5
27. I check to see if my guesses about the text are right or wrong.	1	2	3	4 5
28. When I read, I guess the meaning of unknown words or phrases.	1	2	3	4 5
29. When reading, I translate from English into my native language.	1	2	3	4 5
30. When reading, I think about information in both English and my mother tongue.	1	2	3	4 5

SCORING GUIDELINES FOR THE SURVEY OF READING STRATEGIES

Student Name: _____ Date: _____

1. Write the number you circled for each statement (i.e., 1, 2, 3, 4, or 5) in the appropriate blanks below.
2. Add up the scores under each column and place the result on the line under each column.
3. Divide the subscale score by the number of statements in each column to get the average for each subscale.
4. Calculate the average for the whole inventory by adding up the subscale scores and dividing by 30.
5. Use the interpretation guidelines below to understand your averages.

Global Reading Strategies (GLOB Subscale)	Problem Solving Strategies (PROB Subscale)	Support Reading Strategies (SUP Subscale)	Overall Reading Strategies (ORS)
1. _____	7. _____	2. _____	GLOB _____
3. _____	9. _____	5. _____	PROB _____
4. _____	11. _____	10. _____	SUP _____
6. _____	14. _____	13. _____	
8. _____	16. _____	18. _____	
12. _____	19. _____	22. _____	
15. _____	25. _____	26. _____	
17. _____	28. _____	29. _____	
20. _____		30. _____	
21. _____			
23. _____			
24. _____			
27. _____			

_____ GLOB Score	_____ PROB Score	_____ SUP Score	_____ Overall Score
/ 13	/ 8	/ 9	/ 30
_____ GLOB Average	_____ PROB Average	_____ SUP Average	_____ Overall average

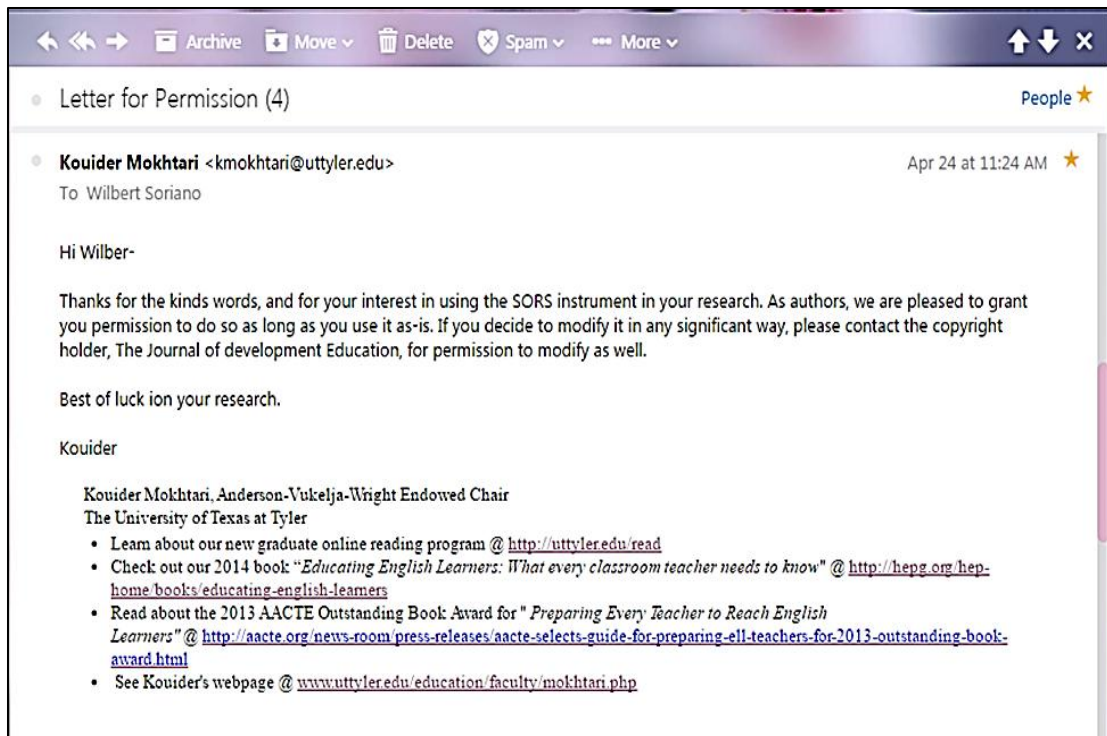
KEY TO AVERAGES: 3.5 or higher = High 2.5 – 3.4 = Medium 2.4 or lower = Low

INTERPRETING YOUR SCORES: The overall average indicates how often you use reading strategies when reading academic materials. The average for each subscale shows which group of strategies (i.e., Global, Problem Solving, or support strategies) you use most often when reading. It is important to note, however, that the best possible use of these strategies depends on your reading ability in English, the type of material read, and your reading purpose. A low score on any of the subscales or parts of the inventory indicates that there may be some strategies in these parts that you might want to learn about and consider using when reading (adapted from Oxford 1990, pp. 297-300).

Mokhtari, K., & Sheorey, R. (2002). Measuring ESL students reading strategies. *Journal of Developmental Education*, 25 (3), pp. 2-10.

Appendix N

E-mail for Permission on Instrument Used



Appendix O
Clearance to Proceed



PHILIPPINE NORMAL UNIVERSITY
The National Center for Teacher Education
RESEARCH ETHICS COMMITTEE (REC)

Tel No. 317-1768 loc. 750/751/747 E-mail: rec@pnu.edu.ph

Clearance to Proceed

REC Form 4

BASIC INFORMATION

REC Code:	070116-49
Research Proposal Title:	Content Schema and Reading Strategies as Correlates of English Reading Comprehension Among Grade 10 ESL
Researcher / Project Leader and Designation/Affiliation:	Wilbert A. Soriano

The following items [✓] have been received and reviewed in connection with the above study to be conducted by the above researcher/project leader.

- [✓] Research Proposal in prescribed format
- [✓] Informed Consent Form/s / Assent Form
- [✓] Data Collection Tools

and hereby approved:

- [✓] To proceed to the validation of the data gathering tools
- [✓] To proceed to data collection, organization and write-up

Date of Issuance: **July 16, 2016**



ZYRALIE L. BEDURAL
Head, Secretariat
Research Ethics Committee



DANILO K. VILLENA
Chair
Research Ethics Committee

Appendix P
Statistical Computations

Frequency Table

levelreadingprof

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Frustration	8	8.0	8.0	8.0
	Independent	50	50.0	50.0	58.0
	Instructional	42	42.0	42.0	100.0
	Total	100	100.0	100.0	

levelreadingstrat

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	high	53	53.0	53.0	53.0
	low	1	1.0	1.0	54.0
	medium	46	46.0	46.0	100.0
	Total	100	100.0	100.0	

levelschemata

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	high	11	11.0	11.0	11.0
	low	89	89.0	89.0	100.0
	Total	100	100.0	100.0	

Means

[DataSet1] C:\Users\user\Documents\wilbertsoriano.sav

Report

levelreadingprof		schema	readingstrat
Frustration	Mean	3.6250	3.1887
	N	8	8
	Std. Deviation	2.72226	.54997
Independent	Mean	7.1600	3.7658
	N	50	50
	Std. Deviation	2.55838	.47499
Instructional	Mean	4.1667	3.4445
	N	42	42
	Std. Deviation	2.39834	.53317
Total	Mean	5.6200	3.5847
	N	100	100
	Std. Deviation	2.92595	.53698

Crosstabs

[DataSet1] C:\Users\user\Documents\wilbertsoriano.sav

levelreadingprof * levelreadingstrat Crosstabulation

Count

		levelreadingstrat			Total
		high	low	medium	
levelreadingprof	Frustration	2	1	5	8
	Independent	34	0	16	50
	Instructional	17	0	25	42
Total		53	1	46	100

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20.323 ^a	4	.000
Likelihood Ratio	14.166	4	.007
N of Valid Cases	100		

a. 5 cells (55.6%) have expected count less than 5. The minimum expected count is .08.

Crosstabs

[DataSet1] C:\Users\user\Documents\wilbertsoriano.sav

levelreadingprof * levelschemata Crosstabulation

Count

		levelschemata		Total
		high	low	
levelreadingprof	Frustration	1	7	8
	Independent	8	42	50
	Instructional	2	40	42
Total		11	89	100

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.965 ^a	2	.227
Likelihood Ratio	3.226	2	.199
N of Valid Cases	100		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is .88.

Correlations-Independent

[DataSet1] C:\Users\user\Documents\wilbertsoriano

Correlations

		readingstrat	schema
readingstrat	Pearson Correlation	1	.225
	Sig. (2-tailed)		.116
	N	50	50
schema	Pearson Correlation	.225	1
	Sig. (2-tailed)	.116	
	N	50	50

Correlations-Instructional

[DataSet1] C:\Users\user\Documents\wilbertsoriano

Correlations

		readingstrat	schema
readingstrat	Pearson Correlation	1	.428**
	Sig. (2-tailed)		.005
	N	42	42
schema	Pearson Correlation	.428**	1
	Sig. (2-tailed)	.005	
	N	42	42

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations-Frustration

[DataSet1] C:\Users\user\Documents\wilbertsoriano

Correlations

		readingstrat	schema
readingstrat	Pearson Correlation	1	.639
	Sig. (2-tailed)		.088
	N	8	8
schema	Pearson Correlation	.639	1
	Sig. (2-tailed)	.088	
	N	8	8

Appendix Q
Certificate of Authenticity



Philippine Normal University
College of Graduate Studies and Teacher Education Research
PUBLICATION OFFICE

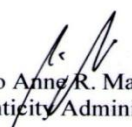


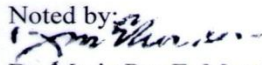
AUTHENTICITY RESULT

Date of Release: January 21, 2017
Result Code: 2017-0181
Submission ID: 761089058
Title of Output: Content Schema and Reading Strategies as Correlates of English Reading Comprehension among Grade 10 ESL Students
Author(s): Wilbert Soriano

Authenticity Report:

- **Similarity Report: 19%**
- **Interpretation:** A similarity report of 19% means that 19% of the whole paper is similar to sources in Turnitin's (authenticity software) online repository. The colored bibliographical references denote the sources of similarity to previously published work which maybe from internet sources (18%), publications (6%) and student papers (3%) for the remaining similarity percentage.
- **Highlighted text in the Manuscript:**
 - Red marks and highlights are set of texts directly or exactly copied from online sources
 - Other color marks and highlights are set of text exactly copied from other sources (student papers and publications).


Rio Anne R. Maño
(Authenticity Administrator)

Noted by: 
Dr. Marie Paz E. Morales
Director, Publications Office



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Taft Avenue, Manila, 1000, Philippines
Tel. No. 3171768, Loc. 530

Appendix R
Certificate of Language Editing



Philippine Normal University
The National Centre for Teacher Education
Taft Ave., Manila
College of Graduate Studies and Teacher Education

CERTIFICATE OF LANGUAGE EDITING

To whom it may concern:

This is to certify that the paper with the title *“Content Schema and Reading Strategies as Correlates of English Reading Comprehension among Grade 10 ESL Students”*, to be submitted by **Wilbert A. Soriano** of this university, has been edited for language. Neither the research content nor the author’s intentions were altered in any way during the editing process.

MERRY RUTH M. GUTIERREZ, Ph.D.

Language Critic