

Effectiveness of the Remedial Reading Instructions in Improving the Literacy Levels of the Grade 4 Pupils

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Abstract —Providing remedial reading instructions to the pupils help struggling readers bring their reading skills up to grade level. In the advent of full blast face-to-face classes, it was found out that most of the Grade 4 pupils have difficulty in understanding the text they are reading making them frustrated in their reading career. With this premise, the researcher decided to conduct this study to evaluate the effectiveness of remedial reading instructions provided to the pupils aiming to improve their literacy levels. A quasi-experimental research design employing pre-test and post-test to evaluate the effectiveness of remedial reading instructions in improving the literacy levels of the identified frustration readers in Grade 4. Simple percentage and t-test of mean difference were the statistical tools used to interpret the result of the study. The study revealed a significant difference in the literacy performance of the Grade 4 pupils before and after the implementation of remedial reading instructions through the utilization of the teacher-made activities and reading materials. Since pupils have different needs, it is crucial that their reading instruction be as closely tailored to their actual needs as possible. With competent reading teachers in every classroom and implementing and utilizing appropriate interventions, a variety of reading needs can be met during regular daily instruction. A small number of children, however, will find it difficult or impossible to learn to read without specialized or individual instruction during remedial time. Thus, making remedial reading instructions an effective strategy in helping and making pupils learn to read.

Keywords — *Effectiveness, Remedial Reading Instructions, Literacy Levels, Grade 4 Pupils*

I. Introduction

Reading is the foundation of learning. There is no learning at all if a child cannot read and comprehend. Therefore, the future success of children lies in the ability to read fluently and understand what is read. Studies show that at least one out of five students have significant

difficulty in reading acquisition (Therrien, 2004). Moreso in times of pandemic, reading difficulties were experienced by the pupils. With the implementation of modular distance learning, most of the key stage 1 pupils were identified frustrations and non-readers. This is because in their foundation years of learning to read, no teacher teaches the child in the production of sounds, learning to read then relies on the knowledge of the learning facilitators.

According to Therrien (2004), to achieve literacy, there are five important skills one must learn: phonemic awareness, phonics, vocabulary instruction, text comprehension strategies, and reading fluency. These important skills, if not mastered by the pupils, difficulty in reading is expected. Reading literacy is not only a foundation for basic learning, but also a prerequisite for successful participation in most areas of youth or adult life (Linnakyla et al., 2004).

Although reading fluency and comprehension are important skills to acquire, as they are essential skills for success both in school and later in life, many children do not acquire the necessary skills for achieving proficiency. Problems with reading tend to begin at the onset of reading instruction, persist, and become more severe with the passage of time (Graney, 2000).

The information is relevant in the present result of the reading assessment conducted at the start of the face-to-face classes this current school year. For example, in one of the sections in grade 4 in Isabel Central School, among the 40 pupils enrolled, 4 were identified non-readers and 23 were frustration readers and the rest were instructional readers. This data shows that there are pupils who have difficulty in pronouncing the words and understanding the text they are reading, reasons of being identified as frustration and non-readers. With this result, the researcher is unable to proceed to teaching the skills in other learning areas. So, she decided to create a group where she can extend her time in teaching these identified frustration and non-readers during remedial instructions.

Remedial reading is an integral part of any school-wide reading program. Generally, language teachers can help students who are corrective readers even without extensive training. Literature has shown that remedial reading is an evidenced-based strategy designed to increase reading fluency and comprehension (Therrien, 2004). It has also indicated to achieve comprehension, students should read the provided material three to four times, but reading the passage more than four times does not increase comprehension (Therrien, 2004). The remedial reading strategy is likely successful because it incorporates feedback from the instructor to the student reader.

According to Crowe (2005), studies show feedback given during oral reading improves children's word accuracy, reading comprehension and fluency. Intervention programs involving comprehension-building skills, like remedial reading, strengthen vocabulary (McCardle et al., 2001). This method of practice increases language skills and builds general knowledge setting a foundation for basic life skills.

Remedial reading program enables people to be successful and effective readers. It is a resource pullout program to provide remedial services to children after they have demonstrated reading difficulty. Providing remedial reading programs is imperative to improve both reading fluency and reading comprehension, particularly to elementary school students because fluency and comprehension are particularly important at the early stage of development and early intervention can impact the progression of reading difficulties.

Improving the reading ability of the pupils requires a lot of time, effort, and cooperation on the part of the teacher and pupils. Providing remedial reading instructions can unlock reading difficulty of pupils, who find it hard to read, pronounce words, and don't even comprehend what they have read.

Providing remedial reading programs is imperative to improve both reading fluency and reading comprehension, particularly to elementary school students because fluency and comprehension are particularly important at this stage of development and early intervention can impact the progression of reading difficulties. Remedial reading instruction is one of the interventions that is thought to have great impact in assisting the pupils to improve their reading performance.

Thus, it is in this premise that the researcher decided to conduct this study to evaluate the effectiveness of remedial reading instructions in improving the literacy levels of the identified frustration readers in Grade 4 of Isabel Central School, Isabel I District, Leyte Division. A proposed improvement plan was formulated based on the findings of the study.

It is in the rationale that the researcher who is currently a grade 4 teacher in the above mentioned local, would like to delve worthy research undertaking that will benefit herself, the school she is currently teaching and that of her Graduate Program she is enrolled at.

This study evaluates the effectiveness of the remedial reading instructions in improving the literacy levels of the Grade 4 pupils in Isabel Central School, Isabel 1 District, Leyte Division for School Year 2022-2023. The findings of the study were the basis for the proposed improvement plan.

Specifically, this study sought to answer the following questions:

1. What is the literacy levels of Grade 4 pupils before the implementation of remedial reading instructions?
2. What is the literacy levels of the Grade 4 pupils after the implementation of remedial reading instructions?
3. Is there a significant difference in the literacy levels of Grade 4 pupils before and after the implementation of remedial reading instructions?
4. What improvement plan can be proposed based on the findings of this study?

II. Methodology

Design. This study employed the quasi-experimental research design utilizing the pre-test and post-test to evaluate the effectiveness of the remedial reading instructions in improving the literacy levels of the Grade 4 pupils for School Year 2022-2023. Isabel Central School, Isabel 1 District, Leyte Division is the main locale of the study. The 27 Grade 4 pupils enrolled in the said locale for School Year 2022-2023 are the main respondents of the study. Reading passages with comprehension questions from the Philippine Informal Reading Inventory (Phil-IRI) is used as pre-test and post-test before and after the intervention was given. The researcher prepared activities and learning materials which was used by the teacher and pupils in the conduct of remedial reading instruction. The materials and activities used in the conduct of intervention undergo series of validation before it was implemented to the pupil-respondents. A matrix of activities was crafted to guide the teacher-researcher the flow of her study. This research focused on evaluating the effectiveness of the remedial reading instructions in improving the literacy levels of the Grade 4 pupils through the pre-test and post-test and its significant difference. A Proposed Improvement Plan based on the findings of the study is the output.

Sampling. There are 27 Grade 4 pupils involved in this study. The research instruments were administered face-to-face with consent from the Local IATF and strictly following the prescribed Health Protocol during the face-to-face classes.

Research Procedure. The researcher prepared the research design and tools utilized in the study. Approval and recommendation from the Panel of Examiner of the Graduate Studies was sought. A letter request to conduct this study was forwarded to the Office of the Schools Division Superintendent. Upon approval, permission from the District Supervisor and School Head was secured before the actual gathering of data. Orientation of the participants and administration of the pre-test was done face-to-face after the approval of the permit from the parents of the respondents. Data privacy was emphasized also in the meeting. After accomplishing the pre-test, intervention was given within four weeks. The implementation of remedial reading instructions in improving the literacy levels of the Grade 4 pupils was emphasized in the study. After the four-week intervention, the post-test was administered. Results of the tests were collected. Data were tallied and submitted for statistical treatment. Analysis and Interpretation of Data. Making of Proposed Improvement Plan followed.

Ethical Issues. The researcher properly secured the permission to conduct the study from the authorities through written communication. In the formulation of the intervention materials that was used in the study, the use of offensive, discriminatory, or other unacceptable language was avoided. The respondents' names and other personal data were not included in this study to protect their privacy. Participation of the respondents was also voluntary. Orientation was conducted for the respondents with their parents. In the orientation, issues and concerns were addressed and consent to be included in the study were signed. The researcher-maintained

objectivity in analyzing and discussing the results. All authors whose works were mentioned in this study were properly quoted and were acknowledged in the reference.

Treatment of Data. Simple Percentage was employed to evaluate the pre-test and post-test performances of the Grade 4 pupils before and after the implementation of remedial reading instructions utilizing the teacher-made activities and reading materials. **t-Test of Mean Difference** was used to determine the significant difference in the pre-test and post-test performances of the Grade 4 pupils in reading.

III. Results and Discussion

Table 1
Pre-Test Literacy Performance of Grade 4 Pupils

Score Range	Description	PRETEST	
		Frequency	%
66-70	Independent	0	0
55-65	Instructional	0	0
54 below	Frustration	27	100
Total		27	100
Weighted Mean		28.33	Frustration

Table 1 presents the pre-test literacy performance of the Grade 4 pupils before the implementation of remedial reading instructions utilizing the prepared activities and learning materials crafted by the researcher. It was revealed on the table that among the 27 Grade 4 pupils enrolled in the class, all of them or 100% is identified as frustration literacy level or got a score of 54 and below. This means that these pupils fail to recognize the correct pronunciation of the words and understand the text read. The pre-test literacy performance is literally frustrating on the part of the teachers. It seems that almost all the pupils were zero or did not meet the expectations of the teachers in reading. The pupils are rated based on the text for which a reader does not have an adequate background level for a topic and/or cannot meet criteria for instructional levels of accuracy and rate. Many young learners become frustrated with reading because reading comprehension takes a long time to master. Pupils do not get the satisfaction of completing difficult task straight away because it takes years to become great readers. Moreover, the result is an effect of pandemic where pupils are learning at home utilizing their modules. Accomplishments of the modules were not seriously done by the pupils. Most of it were accomplished by the learning facilitators just for compliance. Reading is not a natural part of human development. Children do not automatically learn how to read and need to be taught to read. Early exposure to sounds and letters is critical even before school begins (Richard, 2009; Tallal, 2012. Children must learn four

things. These are awareness that speech is composed of the smallest meaningful units of sounds (phonemes), awareness that letters (graphemes) and word parts (morphemes) are visual language symbols, recognition that written letters represent the sounds (alphabetic principle) and understanding that phonemes and morphemes can be manipulated (segmenting and blending). This means that teaching reading is crucial.

Further, the table also shows that the pre-test literacy performance of the Grade 4 pupils got a weighted mean of 28.33 which is interpreted as frustration. This means that the Grade 4 pupils' reading or literacy level fall below the required mastery level. This implies that these pupils can read words but do not have the desire and ability to comprehend. Children may struggle with reading for a variety of reasons, including limited experience with books, speech and hearing problems and poor phonemic awareness (Lyon, 2000). Think of frustration level as the level that requires extensive or even moderate assistance from the teacher. This implies further that they need remedial reading instructions which will help them practice reading with comprehension. They need teacher-made contextualized reading activities and learning materials in learning to read. Poor quality of learning is often caused by reading without comprehension. The ability to learn to read is the first step to success in school (Pado, 2005). If a pupil does not know how to read and, much more he cannot understand what he reads, he is deprived of attaining meaningful learning experiences inside the classroom. The teacher, being the facilitator of learning, can make reading meaningful and use appropriate reading material suited to the level of comprehension of every learner. To raise pupils' level of performance and enhance reading comprehension skills, the DepEd initiated the "Every Child A Reader Program" (ECARP). It is expected that no pupil will be promoted to the next higher grade unless he/she manifests mastery of the basic literacy skills in a particular grade level (DepEd Order #43 s.2002). Furthermore, the overall goal of the program is to enable elementary grade pupils to communicate and assess a variety of information in written or oral forms through effective reading instruction.

Table 2
Post-Test Literacy Performance of Grade 4 Pupils

Score Range	Description	PRETEST	
		Frequency	%
66-70	Independent	13	48
55-65	Instructional	11	41
54 below	Frustration	3	11
Total		27	100
Weighted Mean		61.25	Instructional

Table 2 provided the post-test literacy performance of the Grade 4 pupils after the implementation of remedial reading instructions through the utilization of researcher-made reading activities and learning materials in learning to read. It was revealed on the table that among the 27 pupil-respondents 13 or 48% of the pupils got a score of 66-70 which is interpreted as independent literacy level after the implementation of remedial reading instructions. This means that these are the pupils who got the highest level where pupils can read independently and with ease without the help or guidance of the teacher. This implies that the implementation of remedial reading instructions and extending the time of the teacher and pupils in teaching reading utilizing the differentiated and varied activities and learning materials, the literacy levels of the pupils improved.

Moreover, the table shows that among the 27 Grade 4 pupils, 13 or 41% got the score of 55-65 which is interpreted as instructional after the implementation of remedial reading instruction utilizing the researcher-made activities and learning materials. This means that at this level, pupils can profit instruction. The pupils can read with the guidance of the teacher. This implies that these readers are not independent but has adequate background knowledge for a topic and can access text quickly and with no or few errors. They read with teaching and support from the teacher in terms of understanding the text.

Further, 3 among them remained under frustration level. This means that 24 pupils leveled up their performance in reading. Pupils' literacy performance may vary if the teacher implemented and utilizes intervention in reading inside the classroom. It implies that teachers may observe and allow pupils to explore using newly developed remedial reading intervention inside the classroom.

Finally, the table provided the post-test literacy performance of the Grade 4 pupils after the implementation of remedial reading instructions with a weighted mean of 61.25 which is interpreted as instructional. This means that after the implementation of the intervention, literacy performance of the pupils increased. This implies that pupils learn best when teachers address their needs through remedial instruction. Thus, remedial teachers play a vital role in providing additional and extra time extended to these pupils just to improve their performance. Rio (2017) was able to enumerate the typical roles of a remedial reading teacher, its status as a professional position in schools is still unrecognized in the Philippines. Although there are teachers who aid and support students with reading difficulties, there are no existing allocations for such position. Hence, being a remedial reading teacher is considered an extra workload for teachers and is not compensated for doing the roles and responsibilities entrusted to them as opposed to the recognition given to this job in the US and other foreign counties. Not only this, but the qualifications of a remedial reading teacher are also not even concrete and clear. In fact, the usual practice of local schools is that the classroom reading teachers are also the remedial reading teachers of identified students with reading difficulties. Even though the DepEd provides training for remedial reading teachers, the agency doesn't have any uniform, clear and organized guidelines as to how remedial reading instruction should be done in schools (Batan, 2016).

Table 3
Test of Difference Between the Scores in the Pre-Test and Post-Test
Literacy Performance of Grade 4 Pupils

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
Grade 4 Pupils in Literacy	Pre	28.33	2.992	0.613	Reject H ₀	Significant
	Post	61.25				

Table 3 presented the statistical bases and analysis of which degrees of freedom were composed of 14 from the number of participants minus 13. The level of significance is 5% or the rejection level while the t-critical value is 0.613 from t-distribution. Based on the data presented the computed value is 2.992 which means null hypothesis is being rejected. Since the computed value is higher than the critical value it means that there is a significant difference in the literacy levels of Grade 4 pupils before and after the implementation of remedial reading instructions. It means that the intervention being used by the researcher is effective and it is efficiently implemented by the Grade 4 pupils. The decision indicated that there is a significant difference in the literacy performance of the Grade 4 pupils before and after implementing the intervention which is the conduct of remedial reading instructions. It implies that teachers may create an intervention to uplift the performance of the pupils along word recognition and comprehension. Reading instruction at all educational levels should be aimed at helping each pupil move steadily toward the attainment of greater competency in reading (Nason, 2019). The more intelligent, curious, alert, and healthy the pupil is, the more rapidly he should be improving in reading skills. Since pupils have different needs, it is crucial that their reading instruction be as closely tailored to their actual needs as possible. Some pupils in elementary schools are ready to learn advanced skills in interpretive and critical reading, while some pupils in high school still need instruction to help them learn to identify unfamiliar words and meaning of the text being read. With competent reading teachers in every classroom and implementing and utilizing appropriate interventions, a variety of reading needs can be met during regular daily instruction. A small number of children, however, will find it difficult or impossible to learn to read without specialized or individual instruction. Thus, making remedial reading instructions an effective strategy in helping and making pupils learn to read.

IV. Conclusion

The study revealed a significant difference in the literacy performance of the Grade 4 pupils before and after the implementation of remedial reading instructions through the utilization of the teacher-made activities and reading materials. Since pupils have different needs, it is crucial that their reading instruction be as closely tailored to their actual needs as possible. With competent

reading teachers in every classroom and implementing and utilizing appropriate interventions, a variety of reading needs can be met during regular daily instruction. A small number of children, however, will find it difficult or impossible to learn to read without specialized or individual instruction during remedial time. Thus, making remedial reading instructions an effective strategy in helping and making pupils learn to read.

V. Recommendations

1. Utilize the proposed improvement plan formulated.
2. Implement the remedial reading instructions to help the reading performance of pupils be continually sustained.
3. The Department of Education may fully support the continuing professional development of students based on the principle of lifelong learning and DepEd's commitment to the development of teachers' potential for their success in the curriculum.
4. Conduct related free training and seminars to the elementary teachers to help empowered and sustained their knowledge in English.
5. Teachers must extend extra time in teaching reading to the struggling readers to improve the literacy performance of the pupils.
6. Teachers must be knowledgeable in providing additional learning support materials to the pupils.
7. Teachers must attend training or LAC sessions on the proper conduct of remedial instructions.
8. School Heads must include remedial instructions in the class program of teachers.
9. Institutionalize the conduct of remedial reading instructions in the classroom regularly, and
10. Future researchers should replicate this study to include different locales and include different variables aside from the mentioned in this study.

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AUTHOR'S PROFILE



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The author is Ms. Ivy Jane S. Arevalo. She was born on August 15, 1993 at Brgy. San Roque, Isabel, Leyte. She is presently residing at Purok 2, San Roque, Isabel, Leyte. She finished her elementary education at Relocation Elementary School, Brgy. Sta. Cruz, Isabel, Leyte in the year 2004-2005 and continue her quest for education and able to finish his secondary education at Isabel national Comprehensive School (INCS), Isabel, Leyte in the year 2008-2009. She enrolled and finished her Bachelor in Elementary Education at Visayas State University-Isabel in the year 2013-2014. She took up Master of Arts in Education major in Administration and Supervision at Western Leyte College of Ormoc in the Summer of 2017 but unfortunately have not able to continue. In the first quarter of the school year 2022-2023, she continued her graduate studies in Western Leyte College. She was teaching for three months as an ALS teacher at Palompon South District in the year 2016. In the same year she was hired in the DepEd and currently teaching Grade 4 pupils at Isabel Central School. She also attended series of webinars/seminars and trainings to increase her professional growth as a teacher.