

Remedial Reading Program Effectiveness

Marlene Cabacug Ruaya, MAT

DepEd, Clarin Central School, Clarin South District

ABSTRACT

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). Providing remedial reading programs is imperative to improve both reading fluency and reading comprehension, particularly to elementary school pupils because fluency and comprehension are particularly important at this stage of development and early intervention can impact the progression of reading difficulties. This study embarked on the Phil-IRI program which is “Love Always in Reading” with its acronym of LAIR. This examined the effectiveness of a remedial reading program designed to improve reading fluency and comprehension skills among Grade 4 elementary pupils of Clarin Central School, Clarin District, Division of Misamis Occidental during the first two quarters of the school year 2023-2024. The study used the quantitative research design. A self-administrated questionnaire was given to the pupils. The t-test was used to establish the significant difference between the pretest and posttest scores. These findings support the importance of programs for pupils in fourth, fifth and sixth grade provided to assist them academically. Directions for future research in the area of measuring the effectiveness of remedial reading programs include randomized controlled study in which selected pupils are randomly assigned to the remedial reading group and to a control group.

KEYWORDS: remedial, reading program, effectiveness

INTRODUCTION

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) [1]. Providing remedial reading programs is imperative to improve both reading fluency and reading comprehension, particularly to elementary school pupils because fluency and comprehension are particularly important at this stage of development and early intervention can impact the progression of reading difficulties.

The Philippine Informal Reading Inventory (Phil-IRI) (2018 Updated Phil-IRI) is an initiative of the Bureau of Learning Delivery, Department of Education (DepEd) that directly addresses its thrust to make every Filipino child a reader. It is anchored on the flagship program of the Department: “Every Child a Reader Program,” which aims to make every Filipino child a reader and a writer at his/her grade level.

In addition to supporting the reading skills, it is also important to provide evidence for the efficacy of these programs. As resources for education decline, it becomes increasingly important for school teachers to be able to demonstrate the impact of their programs on pupils' success by providing evidence from evaluations to support programs.

This study embarked on the Phil-IRI program which is "Love Always in Reading" with its acronym of LAIR.

STATEMENT OF THE PROBLEM

The study examined the effectiveness of a remedial reading program designed to improve reading fluency and comprehension skills among Grade 4 elementary pupils of Clarin Central School during the first two quarters of the school year 2023-2024. Specifically, the study determined the reading fluency and comprehension performance of the pupils before and after the reading program remediation was implemented.

METHODOLOGY

The study used the quantitative research design, involving 28 Grade 4 pupils of Clarin Central School, Clarin District, Division of Misamis Occidental. A self-administrated questionnaire was given to the pupils. The t-test was used to establish the significant difference between the pretest and posttest scores.

The pupils' level of reading fluency and comprehension were identified based on their pretest scores. They attended the reading program during the 30-minute break time each day, five days a week. Interaction with peers with similar reading problems allowed a sense of normalcy in pupils' own struggles.

The pupils were organized in small groups with a no more than five pupils. During the 30-minute sessions, pupils were coached individually and as a group with one day dedicated to the critical thinking component. During the daily practice time, the teacher monitored the pupils' oral reading, provided feedback that directed prediction in reading, monitored behavior, and assessed developmental fluency and comprehension skills. The teacher uses a specific manual that includes a manuscript of verbatim feedback that helps guide the pupils. The teacher, in a manner that promoted success over failure, encouraged each pupil; pupils learned and developed skills at their own pace in order to maintain a positive momentum without discouragement.

Once a week the pupils participated in a critical thinking component to develop necessarily skills in determining how to predict and comprehend literature. During the critical thinking component, pupils independently and silently read a passage and answered questions. The critical thinking process allows pupils to discover individual thinking errors leading to answers that are correct through prediction and rationale.

RESULTS AND DISCUSSION

Table 1 shows the scores indicating the levels of the pupils in reading before and after the remedial reading program was administered by the teachers. As revealed, most of the pupils were on the

instructional level with 18 or 64.29 percent of the 28 pupils; with two or 7.14 percent belonging to the frustration level. There were eight pupils or 28.57 percent who were on the independent level during the pre-administration of the remedial reading program.

On the other hand, when the post test was given after the implementation of the remedial reading program, it occurred that none of the pupils were on the frustration level; eight or 28.57 percent were on the instructional level; while the majority of 20 or 71.43 percent were on the independent level.

The reading fluency and reading comprehension scores increased among the pupils who participated in the reading program. These results are consistent with research indicating remedial reading is an evidenced-based strategy designed to increase reading fluency and comprehension (Therrien, 2004).

Table 1. *Reading Skills of the Pupils Before and After the Remedial Reading Program*

Reading Levels	Before the Remedial Reading		After the Remedial Reading	
	Frequency	Percentage	Frequency	Percentage
Frustration Level	2	7.14	0	0
Instructional Level	18	64.29	8	28.57
Independent Level	8	28.57	20	71.43
Total	28	100.00	28	100.00

Table 2. *T-test Analysis for the Significant Difference of the Pupils Reading Skills*

Variable	t-value	p-value	Decision
Reading skills	3.27	0.002	Significant

Ho: There is no significant difference between the pupils' reading scores before and after the remedial reading program.

The t-value of 3.27 significant as the p value of 0.002 is below the probability value of 0.05 indicating the rejection of the null hypothesis. Hence, there is a significant difference between the scores of the pupils in reading before and after the remedial reading program. The reading program has increased the performance level of the pupils in reading. The remedial reading program used in the current study included elements previously identified important elements for success, including inclusion of appropriate grouping practices, instructional strategies, extended practice opportunities with feedback, and breaking down tasks in smaller components (Calhoon) [2]; (Therrien) [1].

Further, the procedure used in this study was consistent with research regarding the appropriate grade level to begin intervening to assist with problems surrounding reading fluency and comprehension. As noted earlier, most schools do not detect fluency or comprehension difficulties until the second or third grade (McCardle et al.) [3], because the reading skills focused on until the

fourth grade is phonemic, and not based on fluency and comprehension. Research shows it is better to begin a reading program such as the one evaluated in this study at the fourth-grade level.

CONCLUSIONS AND RECOMMENDATIONS

Results of this study contribute to the literature by providing evidence for the effectiveness of a remedial reading program in improving both reading fluency and comprehension in elementary grade pupils. These findings support the importance of programs for pupils in fourth, fifth and sixth grade provided to assist them academically.

Directions for future research in the area of measuring the effectiveness of remedial reading programs include randomized controlled study in which selected pupils are randomly assigned to the remedial reading group and to a control group. Future research may include other variables such as self-esteem, parental involvement and educational resources available at home. Teachers may also engage pupils in different ways using multiple learning styles as each pupil is stimulated in different ways and in at least one style.

REFERENCES

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