as a cure but merely more of prevention toward sustainable educational system.”

—DR. WARREN A. RAMOS
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EFFECTIVENESS OF REMEDIAL READING CLASSES USING SPECIAL METHODS TO NON-READERS IN FILIPINO OF GRADE ONE PUPILS OF GENERAL MAXIMINO HIZON ELEMENTARY SCHOOL

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ABSTRACT

◦ Reading is one of the vital facets of learning.

◦ The Department of Education through its Memorandum 244 Series of 2012 has declared November as the National Reading Month of every year and November 25 as the “Nationwide Araw ng Pagbasa.”
This is in support of the Ten-point Basic Agenda of the Aquino Administration and Institutionalization of the “Every Child a Reader” program (ECARP) of Department of Education (DepEd).

The Memorandum has initiated the Pull-out Remedial Class / Reading Assistance Program / Remediation Classes that would intensify reading to children in the frustration level.
INTRODUCTION

◦ It is vital to functioning effectively in a literate society.

◦ Among the important skills man can acquire is his ability to read.

◦ The Department of Education’s drive to its literacy program alongside with the commencement of the K-12 Curriculum has reinforced reading through its various programs.
Is remedial reading beneficial to the pupils who are non-readers?

What are the methods used and implemented by the classroom teachers in their remedial reading?
RESEARCH QUESTIONS

◦ Is there a significant difference in the result of the pre-test and post-test after the remedial reading classes were implemented?

◦ What are the recommended methods that can be beneficial in effective reading instruction in remedial reading classes?
The study made use of descriptive method.

The participants in the study are the grade one pupils of GMHES, SY 2015-2016.

A total of 358 pupils were given reading assessment in June and in March for pre-test and post-test respectively.
The “Pangklaseng Ulat ng Pagbasa” identified the pupils according to the following:

- non-readers (hindi nakakabasa)
- can recognize phonics (tunog)
- can identify letters (letra)
- can syllabicate (pantig)
- can read word/s (salita)
- can read phrase/s (parirala)
- readers (nakakabasa)
The Remedial Reading Classes are included in the class program and is strategically consumed to initiate the reading intervention to non-readers.

The grade one class program comprises of 270-minutes classroom hours. All grade one teachers are self-contained.
Remedial Reading Classes are done in their class hours everyday with the classroom teacher (CT) as follows:

- 70 minutes in the 1st grading
- 40 minutes in the 2nd grading
- 10 minutes for the 3rd and 4th grading
National Reading Panel (2000) states that analysis of reading and reading instructions involves four interacting factors: students, tasks, materials and teachers.

Research often does not focus on teachers and another problem that need to be addressed is the precise nature interventions.
SPECIAL METHODS IN REMEDIAL READING

- Bader (1990) cited special methods formulated for students experienced great difficulties in reading.
  - effective for pupils who have failed in other techniques
FERNALD METHOD

- This method emphasizes tracing and language experience sequences.
- Visual, auditory, kinesthetic, and tactile (VAKT) senses are employed in the learning process.
- Sound-symbol associations are acquired inductively. Words are pronounced by syllables rather than letter-by-letter.
GILLINGHAM-STILLMAN METHOD

- This is a highly structured approach to phonetic associations that use visual, auditory, and kinesthetic (V-A-K) techniques.
- This method has been described as synthetic in that they begin with sounds and build them into words rather than beginning with words and analyzing their sounds as in analytic approach.
The Hegge-Kirk-Kirk method is described as remedial reading drills.

This method too maybe described as a synthetic approach because instruction begins with drills or isolated letter symbols.

The method requires the student to sound each word letter-by-letter, blend sounds together, say the word, then write the word, pronouncing each as he/she writes.
HECKLEMAN IMPRESS METHOD

- This neurological impress technique differs from other remedial approaches in that emphasis is on hearing and pronouncing words in context rather than attending to letter-sound correspondences to words in isolation.
- The method works effectively with a student whose listening comprehension is higher than his/her present level of word recognition skills.
Is remedial reading beneficial to learners who are non-readers?

Number of Readers in a Class

- Hindi Nagbabasa
- Tunog
- Letra
- Pantig
- Salita
- Parirala
- Pangungusap

Pre-Test | Post-Test
Is there a significant difference in the result of the pre-test and post-test after the remedial reading classes were implemented?

<table>
<thead>
<tr>
<th></th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>% Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hindi Nagbabasa</td>
<td>266</td>
<td>358</td>
<td>34.59</td>
</tr>
<tr>
<td>Tunog</td>
<td>31</td>
<td>358</td>
<td>1054.84</td>
</tr>
<tr>
<td>Letra</td>
<td>10</td>
<td>358</td>
<td>3480.00</td>
</tr>
<tr>
<td>Pantig</td>
<td>98</td>
<td>356</td>
<td>263.27</td>
</tr>
<tr>
<td>Salita</td>
<td>53</td>
<td>339</td>
<td>539.62</td>
</tr>
<tr>
<td>Parirala</td>
<td>59</td>
<td>331</td>
<td>461.02</td>
</tr>
<tr>
<td>Pangungusap</td>
<td>15</td>
<td>264</td>
<td>1660.00</td>
</tr>
</tbody>
</table>
What are the methods used and implemented by the classroom teachers in their remedial reading?

Methods Used by Teachers

- Fernald Method
- Teacher's Own Modified Fernal Method
- Gillingham-Stillman Method
- Teacher's Own Modified Gillingham-Stillman Method
- Hegge-Kirk-Kirk Method
- Teacher's Own Modified Hegge-Kirk-Kirk Method
- Heckleman Impress Method
- Teacher's Own Modified Heckleman Impress Method
- No Particular Method
- Eclectic Method

Legend:
- Recommended
- Observed
- Commendation
What are the recommended methods that can be beneficial in effective reading instruction in remedial reading classes?

- Most teachers had used various methods as stated in the graph.
- Still, they find it necessary to modify them.
- These teachers apply these reading instructions to their students, one at a time or make modifications depending on the need of the individual pupils.
DISCUSSION

• The Special Methods in Remedial Reading presented in this study have significantly increased the readers in the grade one pupils for this school year.

• Grade one teachers observed several methods with the Hegge-Kirk-Kirk Method as the most dominant, along with their own modified style.
• Research strongly and consistently supports the importance of phonics to reading success.

• Studies emphasize that phonics instruction is most effective when it is started early and taught systematically and if need arises, should be taught in the pupils’ actual pacing with considerations in modifying the remedial reading program based on the pupils’ needs.
• Remedial Reading Classes is recommended and must be strengthened in the next school years.

• Since the teachers have been modifying the methods for the remedial reading classes, they can develop materials and tools and have it validated by Master Teachers in Filipino to be used as a remedial reading program.
• Adapting ALPABASA as a tool for remedial reading in Filipino.

https://www.youtube.com/watch?v=Rko2RVvNHkg

https://www.youtube.com/watch?v=nnxEr54A3E0
QUESTIONS?