

Reading remediation and reading progress of grade 5 pupils: Basis for an intervention plan

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Abstract

Reading brings people into contact with the culture and the values and principles adhered to by the community. It can help them develop own ideas about relationships. It includes the world of thoughts and emotions. It is said that a person who can read well, can function more effectively in everyday activities and can satisfy their emotional and intellectual needs more effectively. Without comprehension, reading per se would serve no purpose. As such this study aimed to assess the effect of the remediation activities to the academic progress of the Grade 5 pupils with the end view of proposing an intervention plan based on the findings. Results consisted of the respondents are aged 31-35, female, bachelors degree graduate, and have served for 1-10 years in teaching already. The reading remediation activities have a high extent of effect on the vocabulary development and comprehension of the materials read by the pupils. The reading remediation activities have a high extent of effect on the vocabulary development and comprehension of the materials read by the pupils. The pupils have a high satisfactory academic performance as an effect of the reading remediation activities implemented to them. There is a significant relationship between the extent of effect of reading remediation activities and the profile of the respondents. There is a significant difference between the effect of the implemented reading remediation activities to the pupils and their academic progress in English. Recommendations included that of the proposed intervention plan to be implemented to further improve the reading skills of the pupils in terms of vocabulary development and comprehension of the read materials.

Keywords: reading remediation; vocabulary development; comprehension of the materials read; proposed intervention plan

1. Introduction

For most people living in today's modern world, reading is an everyday, ordinary task to which little thought is given. Yet reading is one of the most important skills that one can acquire. Reading is not simply about mechanical skill. It helps people understand the world by enabling them to learn about the past and plan for the future. Understanding what they are reading is far more important to them than the mechanical skill of reading.

Without comprehension, reading per se would serve no purpose. Reading brings people into contact with the culture and the values and principles adhered to by the community. It can help them develop own ideas about relationships. It includes the world of thoughts and emotions. It is said that a person who can read well, can function more effectively in everyday activities and can satisfy their emotional and intellectual needs more effectively.

Many of our day-to-day tasks require reading, including the simple tasks of banking, following directions and shopping. For an illiterate person, many of life's seemingly mundane and ordinary tasks, which many people take for granted, become insurmountable hurdles.

Moreover, living in the 21st century with its rapid advancement in technology, people are faced with the so-called information explosion or information overload. Some of this information comes to each one via

the electronic media such as television and radio, for which reading is not required. But much of the information comes in the form of the written word such as books, newspapers, magazines and computers.

The worldwide web, specifically, has made masses of information easily available to people who have access to the Internet. E-mail has transformed the world into a global village by making electronic media an effective global -, form of communication. Advances in computer technology have been, and continue to be, rapid. An array of software packages provides information on a wide variety of topics.

In order to be able to process all of this information, reading is a prerequisite skill. The value of reading is unlikely to be challenged by many people. It so much a part of modern society that most people would acknowledge its importance. Reading is well integrated into our education systems generally, such that educational success is almost synonymous with reading success.

It pervades almost all work that is done in the classroom. There is a direct relationship between successful studies and good reading skills. Reading is probably one of the most important skills that a child learns at school, if not the most important. It forms the foundation for all further learning and without the ability to read effectively, a child will experience difficulty learning. Success in reading very often ensures success in other subjects, as a sound reading ability is the gateway to the acquisition and expansion of knowledge in all the school subjects.

An inability to read will impact negatively on the ability to achieve in all other school subjects, as well as on the ability to succeed in life beyond school. This will have a strong influence on the child's self-esteem and on his perception of himself as a student which, in turn, will have an influence on his subject choice as well as on his choice of career.

Reading as a basic life skill. It is a cornerstone for a child's success in school and, indeed, throughout life. Reading to learn is becoming more and more important in that it creates almost limitless possibilities for achievement. For many children reading comes so naturally and easily that little thought needs to be given to the actual process of reading itself. For them reading is about the search for meaning and understanding and not about the mechanical task of forming letters into words and words into sentences.

Yet despite the perceived importance and value of reading and despite the efforts of hundreds of teachers across the country, there are many students in our schools with inadequate reading ability. These are the children for whom reading is a struggle. For them, instead of providing meaning, words create confusion.

Children with reading problems have to focus so much on the mechanical aspects of reading, such as the analysis and synthesis of letters and words, that the meaning of the word becomes secondary and sometimes may even be lost. Under these circumstances very little pleasure is gained from reading. Instead it becomes a laborious task, which leads to feelings of failure and anxiety.

These children simply do not develop a love for reading and the written word is inaccessible to them. They generally need some extra assistance, which usually takes the form of reading instruction in the classroom as well as a supplementary program such as remedial. Reading is a skill that needs to be taught and it is viewed as a priority in the primary school curriculum.

Background of the Study

In the primary grades of the public elementary schools in the Fourth District of Batangas, children are taught to read so that by the end of that first year of formal schooling they are able to read an age-appropriate book, unaided. In the public elementary schools, formal reading instruction takes place in kindergarten level, but once the children reach Grade 4 no further reading instruction is given within the classroom.

At this point it is assumed by the teachers that the children have mastered the basics of reading. There are, however, Grade 4 children who experience difficulty reading. In this regard, the developmental variations in reading skills should be accepted and that because reading skills are measured relatively and not absolutely, the problem of the relatively poor reader will persist.

It is true that variations in reading level will occur amongst children of the same chronological age. What is important, however, is that each child be assisted and encouraged to attain a reading level, which

enables him to achieve his full potential. Also important is that the child develops positive feelings about reading itself.

The role played by both the teachers and the parents is crucial here. It is evident that the example set by parents who read and also the extent to which they make books accessible to their children, can instill a positive attitude towards reading in their children. Teachers and parents can create an environment in the classroom and the home, respectively, which is conducive to and which encourages reading. Their approach can be instrumental in fostering a love for reading within the child.

However, reality also dictates and in the case of the reading disabled child, much of the encouragement and assistance may have to take place within a remedial setting. It is logical to prescribe early prevention and intervention programs at primary school level in order to prevent pupils becoming at risk for reading difficulties.

Similarly, time and work pressures on most of today's parents mean that they do not always have the opportunity or the motivation and, in some cases, neither the ability, to assist their reading disabled child. If reading problems exist in our schools and if individual remediation for these problems is difficult within the average classroom setting, the question then arises as to how the academic performance of these children is being affected by their reading difficulty.

Hence, this study is undertaken to assess the reading remediation implemented to the academic progress of the primary grades of Grades 5 in the public elementary schools in the Fourth District of Laguna Division. Hopefully, this study will be able to provide for the additional enlightenment which will link remediation in reading to the academic progress of the primary grades pupils.

Literature Review

The following are the findings of the related studies reviewed by the researcher.

Reading Remediation. If one considers the typical classroom in the modern school it is clear that written text is used significantly. Although other mediums of instruction are used, much of the learning takes place in the form of reading - whether it be reading from the chalkboard, from a text book or from one's own written work. Reading plays a pivotal role in the conveying of information and new knowledge.

Reber (2021) defines reading as the process by which information is extracted from written or printed text. It goes on to say that this process is extremely complex and is dependent on two critical aspects, namely, 1) the written format of the word and the reader's ability to decode the phonetic relationships between the letters on the page and the sounds of the spoken language and 2) a semantic/syntactic process that has to do with the meaning of the words which are being pronounced.

Moreover, Rosner (2019) defines reading as an act of reconverting symbols into a language with which the individual is already familiar. He defines reading as the meaningful interpretation of the written word. They add that the act of interpreting the written word is achieved through visual perception whereby the word and its meaning are recalled in the brain.

Beyond that, however, the ability to attach meaning to what has been read is influenced by the reader's experience and language proficiency. Dauzat & Dauzat (2021) define reading as a process that involves mental activity embedded in other communication abilities and converts graphic stimuli (letters) into meaning.

Kamhi & Catts (2019) define reading as thinking guided by print and regard definitions of reading which focus on the skill of transforming printed words into spoken words (decoding), as too narrow. They argue that for beginner readers, word recognition and reading comprehension direct and literal are important, whereas for older readers underlying or indirect reading comprehension becomes more important.

In a similar vein, Matlin (2019) points out that up until the 2000a there was not much new information published on reading. Up until that point behaviorists were in the forefront of psychological research and minimal research was done on the topic of reading. Then, with the growing interest in cognitive psychology, this changed and research into reading started to grow prolifically.

Pretorius (2020) notes that, historically, reading research has seen the development of three

approaches to reading, namely the linguistic approach, the psycholinguistic approach and the interactive constructivist approach. The linguistic approach had its roots in behaviorism and the basic premise here was that meaning lay in the words and sentences themselves and thus was essentially 'fixed'.

Reading skill, therefore, was a function of the reader's linguistic ability. This was essentially a bottom-up approach to reading in that reading was viewed as a step- by-step process, which began with the initial processing of an auditory or visual stimulus presented by the word or letters on the page. In order to read well, a reader needed to have effective decoding skills such as letter recognition and word identification.

This approach to the understanding of the reading process tends to be somewhat static and mechanistic - for example, the word 'freedom' would likely have had two very different meanings, respectively, for a white person and a black person living in South Africa in the 2000's. Towards the end of the 1990's, the psycholinguistic or top-down approach developed in response to, and as a criticism of the linguistic approach. Psycholinguists argued that the meaning of a word or sentence is more than just the sum of its component parts. The idea here is that meaning is derived from both the words themselves and also from the broader socio-communicative context.

A reader attaches meaning to a sentence based on the text itself on the social context in which it is written and also based on his or her prior knowledge and experience. In other words, the reader attaches his own meaning to a word as opposed to the word itself dictating the meaning. Several models of reading developed out of the psycholinguistic approach to reading.

However, Pretorius (2020) points out that these models of reading, which emphasis on the role of the reader's background knowledge, cannot fully explain individual differences in reading ability. A knowledge-based model cannot explain how a good reader is able to understand text dealing with topics of which he has no prior knowledge.

As research into reading grew, it became apparent that an effective model of reading which gives consideration to individual differences in reading, needs to account for more than just technical skill and background knowledge. Research by Carpenter & Just (2019) showed clearly that reading requires rapid and precise skills and emphasized once again the importance of perceptual, visual and decoding processes during reading.

Pretorius (2020) notes that over the years, research has provided overwhelming evidence that reading is not simply a language skill and that background knowledge, text knowledge, context, cognitive processing, attitudes, cultural beliefs and literacy practices are all vital ingredients that need to be taken into account in a model of reading. Such models would be representative of the interactive constructivist approach to reading.

This approach to reading acknowledges the importance of both bottom-up decoding skills and techniques necessary for reading, as well as top-down knowledge-driven comprehension processes. Reading becomes an interactive process between the written word and the reader's knowledge and experience.

A variety of cognitive skills are required for reading. Fisher (2021) states that reading involves sequencing of eye movements, decoding, encoding, and utilizing linguistic awareness. It demands knowledge of orthographic regularity and irregularity. It integrates letters, words, sentences, and passages with past experience. Surely reading is one of our most complex daily activities. Consideration will now be given to some of these cognitive processes.

Possibly the most obvious skill involved in reading is the recognition of the letters and the words which make up the text. Both visual and aural stimulation play a role here, in that the reader either recognizes the word from the visual pattern which it presents to him, or he converts the visual stimulus into a sound stimulus. Interestingly, these two skills tie in with the two methods used to teach reading in schools.

The whole-word approach to teaching reading maintains that readers recognize a whole word and don't identify individual letters and their respective sounds. The phonics approach to teaching reading argues that readers recognize words by sounding out the individual letters which make up the word (Doctor & Coltheart, 2020).

According to Carpenter & Just (2019), decoding is the process whereby the written letters and words

are translated into language. When a child is first taught to read, the emphasis is usually on decoding skills. He is taught phonics and from learning the sounds of individual letters, he progresses to putting the sounds together to form words. Early-stage reading books usually contain a lot of repetition of these first simple words to encourage practice and the gradual building of a reading vocabulary. At this early stage, the child is, in effect, learning the code behind the written words.

It is generally agreed amongst researchers that reading comprehension cannot occur without the necessary decoding skills having been mastered (Carpenter & Just, 2019). In a sense, decoding skills are the building blocks of successful reading. They are the bottom-up skills, which form part of the foundation for effective reading. It is at the level of decoding that reading speed and accuracy come into play.

A child with good decoding skills is, generally speaking, able to read with speed and accuracy, although not necessarily with good comprehension. Without comprehension, reading is reduced to a mechanistic and meaningless skill. The reader must be able to attach meaning to what he is reading and he will do this largely as a function of his experience, context, knowledge and language proficiency.

Pretorius (2020) points out that decoding skill does not necessarily lead to or imply comprehension skill. There are readers who are able to decode text but who do not always understand what it is that they have read. It is on the basis of comprehension then, that one can begin to distinguish between a good reader and a poor reader. A reader who has good decoding skills but poor comprehension skills is essentially a poor reader because he is unable to find meaning in the written word. He will be unable to gain insight or knowledge from the text, he will be unable to add the new knowledge to his existing knowledge base and he will be hindered in reaching his full intellectual potential.

As stated by Beckett (2019) that if a child is deemed as unable to acquire functional comprehension of oral language and its associated pragmatics, and of written language and its different communicative conventions, that child will be effectively locked out of the benefits of education. The skills necessary for the reading process, do not all develop at the same time.

In this regard, consideration was given to Chall, Jacobs & Baldwin's stages of reading development (2020). According to this model, the kind of thinking required for understanding and learning from texts changes with developmental age. The model describes six stages through which the reading process develops from learning to read to reading to learn. Stage 0 is the pre-reading stage (from birth to age 6) and stage 5 is the level of the mature, skilled reader (from age 18 onwards).

In Stages 1 (birth to age 6) and 2 (ages 5 - 9) of this model, the emphasis is on learning to read. Characteristic of these readers is that they "... learn the alphabetical principle, letter-sound relationships, recognize high-frequency words and read simple texts, mainly narratives (Chall et al, 2020).

Also a characteristic is the fact that decoding skills are strengthened and the reading of simple words becomes more automated. Listening comprehension is also a skill being developed. At this stage, decoding and comprehension and reading rate are all equally important skills for the child to master in order to become an effective reader later on. Teaching of reading during this stage will focus on developing and improving all three of these skills.

From Stage 3 (ages 10 - 14) onwards, the emphasis shifts to reading to learn. The texts to which the reader is exposed go beyond what s/he already knows, linguistically and cognitively. The child is reading from text-books and reference notes and needs to be able to understand the text, integrate the information in the text and apply critical thinking skills. Chall's research into the development of reading skills show that if adequate reading abilities are not acquired during Stage 3, the consequences are severe. Stage 3 reading skills are crucial to later academic success.

Reading science and social texts becomes an almost impossible task for students who cannot read on a Stage 3 level (Chall et al, 2020). At this stage decoding is no longer the focus and the ability to read effectively relies heavily on reading comprehension skills. It is interesting to note that at this level in our schools (ie. age 10 upwards), no further formal reading instruction is given. It is assumed by the teacher that these children have mastered the mechanics of decoding and pronunciation and that they are able to read to

learn.

Rosen (2021) in her research amongst primary school readers, states that whereas at the earlier stages of schooling, pronunciation, comprehension and rate of reading may be regarded as equally important in assessing reading competence, as the child grows older the importance by each may vary.

This is borne out by Pretorius (2020) who notes that when children move into the higher developmental stages of grade 4 onwards, they start engaging more in meaning construction and gradually move away from the more automated element-by-element processing of information. At this stage comprehension would need to carry a heavier weighting when assessing overall reading ability.

In our current education system, much emphasis is placed on the skills of reading and writing. As a result, academic success is largely dependent on literacy skills. Children who experience difficulty with reading and or writing are likely to find it harder to reach their academic potential at school. It may be assumed by teachers that the child arriving in grade 1 has the requisite language and literacy skills needed to cope in an academic setting. For many children, however, this may not be the case.

In 2021, Naglieri found out that students with low reading ability are generally low academic achievers. Children who read effectively have access to numerous sources of written material which, in turn, enables them to increase their general knowledge, their vocabulary and their language skills. As described earlier, comprehension has to do with the meaning that is gained from reading. It is through this process that the reader learns.

Machet & Pretorius (2021) describe the different skills and knowledge that a reader needs in order to develop reading comprehension. These include the ability to link information in a text; the ability to read between the lines and make connections between things described in the text; the ability to use background knowledge about the world and people in order to understand and contextualize the text; the ability to distinguish between the main ideas and those which are of secondary importance; the ability to draw conclusions about what has been read; the ability to make predictions about what is being read.

Reading and, more specifically, reading comprehension, is a complex task. A good reader will master this process with ease and with little conscious effort. This is not the case for children who experience difficulty reading. For them comprehension will be problematic and this will negatively impact on their ability to learn from what they are reading. Pretorius (2020) states that students need to be good readers in order to be able to 'read to learn'. She states that reading is important for learning because it gives readers independent access to information in an information-driven society and that it is also a means of constructing meaning and acquiring new knowledge.

In her research amongst undergraduate students at Unisa, Pretorius (2020) found that these students had distressingly low reading levels and slow reading speeds and that the better the students were at making inferences while reading, the better they performed academically. Her findings showed evidence for differences in reading ability in relation to academic performance.

Bohrmann & Pretorius (2021), in their research amongst a group of students enrolled for a mathematics bridging course, found that weak readers are only achieving reading comprehension levels of 50%/0 or less, which effectively means that half of what they read they don't properly understand, with dire consequences for their academic performance.

While the importance of reading in the language, social and human science disciplines seems undisputed, it is generally assumed that success in mathematics and science is more reliant on logic-deductive and numerical skills. As a result, the role of reading in solving mathematical problems and understanding mathematical concepts tends to be neglected.

In addition, he undertook research amongst a group of medical students and occupational therapy students at Medunsa and in a separate study (Bohlmann & Pretorius, 2022) amongst a group of students enrolled for a mathematics bridging course. Results showed that reading ability was a strong indicator of academic performance for both groups of students. Although reading ability does not guarantee success, lack of reading ability serves as a barrier to effective mathematics performance.

Washington (2021) notes that strong oral vocabulary skills, both expressive and receptive, are critical for both reading and general academic success. Vocabulary supports reading development, and both vocabulary breadth and vocabulary depth are significant. Vocabulary breadth has to do with the number of words which a child knows. This can be easily targeted at the pre-school age and intervention at this early stage can be effective in helping children acquire words.

Vocabulary depth has to do with knowledge of multiple word meanings, contextual constraints and relational vocabulary knowledge (Carlisle, Fleming & Gudbransen, 2020). These researchers found that acquiring deep knowledge of word meanings will influence a child's academic success. Without this depth of vocabulary, children may experience difficulty grasping topical academic content.

Shaw-Ridley (2021) found that children who experience difficulty with the structural aspects or form of language often have delayed language milestones. These children have difficulty understanding the grammar of language and when they reach school level, will generally struggle with the mechanics of reading and spelling. Their processing speed may be slower as will their reading speed. They also tend to find it difficult to retain in their short-term memory what they have read. This has obvious negative implications for their ability to learn and achieve academically.

According to Shaw-Ridley (2021), these are the children who are at risk for suffering from dyslexia. They also describes a group of children who experience difficulty with the meaning and social use of language. These are children who on the face of it appear to have age-appropriate language but on closer investigation it becomes evident that their language lacks richness in terms of meaning. They may use rote language and stereotypical phrases but have difficulty with comprehension and, later, with reading comprehension.

Snowling (2020) found that children who are poor in comprehension also tend to experience a decline in reading accuracy in the later stages of reading development. They were also found to experience difficulty with higher-level text comprehension as they experience difficulty integrating information from different aspects of the text and making inferences.

Although the role of language in reading has to be considered, Pretorius (2020) states that language is a necessary though not a sufficient condition for skilful reading. She adds that reading also involves massive amounts of cognitive processing including such skills as inferring, understanding, integrating, evaluating information, recognizing inconsistencies, monitoring the comprehension process and using repair strategies when needed, adding new knowledge gained from the text to existing knowledge bases in memory.

With such a heavy cognitive loading, it is no real surprise that research, generally, shows a robust relationship between reading and academic success. Effective reading can indeed promote learning, whereas difficulty with reading can hamper learning. In this regard, Stanovich (2019) describes the Matthew effect. This term describes the phenomenon whereby students who experience difficulty reading. Because they read less, the above-mentioned cognitive processing mechanisms are exercised less and so become less developed than they are in good readers.

For the struggling readers, reading becomes a task characterized by effort and frustration which leads to lowered motivation to read which, in turn, leads to lesser amounts of reading practice and decreased amounts of exposure to print. The result of this tends to be that parents and teachers have lower expectations of these children. All of which further exacerbate the reading problem. A negative spiral develops whereby the unskilled readers read less and less and so become increasingly unable to cope with the reading demands made of them in the learning context. Their access to information is impaired, their information-processing skills are hindered and their knowledge accumulates more slowly than that of good readers.

The Matthew effects in reading may spill over into the realm of academic performance with many students continuing to perform poorly and never fully developing linguistically, cognitively, textually or in terms of subject-related knowledge. For many children experiencing difficulty with reading, reading remediation or a reading program might become an option.

Grove & Hauptfleisch (2021) note that in every classroom there will be some children with reading

problems. They believe that children with minor reading problems can receive corrective instruction from the class teacher but when the reading problems are of a more serious nature, the child should receive remedial aid outside of the classroom situation. The earlier such intervention takes place, the better.

Gardner (2019) describes remedial teaching as differing from normal teaching in that the emphasis is firstly on the background of the child and on underlying causes of the specific problem. The resulting remedial program needs to be specific, realistic and attainable. It should concentrate on one or two areas at a time as opposed to many, as this is more likely to ensure success.

Foorman & Torgesen (2021) state that children at risk for reading failure acquire reading skills more slowly than other children but they need to acquire the same set of skills in order to become good readers. They describe the difference between remedial instruction and classroom instruction as lying in the manner in which the instruction is given, stating that specifically, instruction for children who have difficulties learning to read must be more explicit, and comprehensive, more intensive, and more supportive than the instruction required by the majority of children.

They found that different strategies and styles can improve the reading ability of pupils and it is believed that improved reading ability will improve pupils' academic achievement. Foorman & Torgesen (2021) show that research with children at risk for reading failure provides evidence that phonemically explicit interventions such as with an emphasis on phonics are more effective than interventions that are less phonemically explicit. They emphasize that effective interventions should contain strongly explicit instruction in the knowledge and skills needed to read words accurately and fluently.

Scott & Shearer-Lingo (2022) conducted research amongst a group of students with emotional and behavioral disorders and found that facilitating reading fluency can have positive effects on on-task behavior. In a meta-analysis of intervention research, Foorman & Torgesen (2021) describe a finding that one-to-one interventions in reading have not been shown to be more effective than small group interventions.

Both methods are a means of increasing instructional intensity for struggling readers and that seems to be a key element. In a similar vein, regarding group size, Mastropieri (2021) conducted research amongst middle school students. The intervention took the form of reciprocal peer-group tutoring. Subsequent to the intervention, performance on reading comprehension tests showed significant performance advantages for these pupils.

Some of the work carried out in remedial reading programs is around instructing the child in reading strategies. One such strategy is that of metacognition (Stewart & Tei, 2018). Metacognition refers to thinking about and having awareness of one's own cognitive thought processes.

In the context of remedial reading instruction, the reader will be shown how to become aware of and gain control of: for example, his ability to recognise and retain main points, to reread important sections, to make adjustments in his reading rate and to self-test in order to monitor his success and effectiveness.

Similarly, Peterson & Van Der Wege (2022) developed a reading model to guide children to be strategic readers. Here the strategies focused on were reading for meaning such as what makes sense, attention to syntax such as what sounds right and graphophonic awareness such as do the letters match the sounds.

Allinder (2021) conducted research focusing on oral reading instruction contrasting the effects of a specific oral reading strategy with generic encouragement to do well. Results showed that all students improved but students who used the specific reading strategy made significantly greater progress in reading.

Synthesis

In the literature in general, definitions of reading acknowledge the importance of two skill components. These are, firstly, the ability to decode the written word and make sense of the written symbols on the page and, secondly, the ability to comprehend and attach meaning to the words that have been decoded. These skills are referred to, respectively, as the bottom-up decoding skills and the top to down comprehension skills. Both are critical elements in effective reading. However, they play a differing role at the various stages of reading development. In the earlier years when the child is learning to read, both decoding and comprehension play an equally important role in reading process. Later, once the child has mastered the

mechanics of reading, comprehension plays a more significant role in effective reading.

These same two components are reflected in the current theoretical orientations in the literature with regards to reading. More recent thinking is reflected in the interactive constructivist approach to reading which acknowledges the importance of both bottom-up decoding skills and techniques necessary for reading, as well as top-down knowledge-driven comprehension processes. Reading is viewed as an interactive process between the written word and the reader's knowledge and experience.

A closer look at the reading process itself revealed certain prerequisite skills, which include word recognition, decoding and comprehension. These skills are heavily weighted in terms of cognitive requirements and the literature is in agreement that reading is a deeply complex process. Acknowledgement is also given to other factors which influence the reading process. These include, amongst others, the reader's language proficiency, physical and intellectual development, emotional development and socio-cultural background.

The review of the literature revealed a generally strong positive relationship between reading ability and academic performance. The greater an individual's reading ability, the stronger his academic performance and the better his chances of reaching his academic potential. However, note was made of some studies which show no evidence of such a relationship considering reading, and more specifically reading difficulties, it becomes pertinent to look at reading remediation. The literature generally indicates that reading remediation given to struggling readers is of benefit in improving their reading skills. The remediation should, however, follow certain guidelines such as, for example, keeping the tuition on a one-on-one basis or in small groups and designing the program needs around each reader's specific needs.

It was, however, noted that reading remediation does have its critics. It is their belief that remediation simply allows for the continuation of the status-quo by protecting schooling from social criticism. These critics believe that remediation serves as a cover-up for the deeper underlying social issues of inequity and that if these were addressed and the systems made more equitable, then each child would have equal access to the written word.

The literature indicated a relationship between reading ability and academic performance, and the intent of this investigation was to examine the nature of this relationship within a specific context. This study aligned itself with the definitions of reading as described above, and with the constructive inter-activist approach to reading. That is, it included the role of both bottom-up decoding skills and top-down comprehension skills with regards to reading.

It is important to note here that the aim of this study was to investigate the relationship between reading ability and academic performance. Although the literature review has shown that factors such as the child's language proficiency, physical and intellectual development, emotional development and socio-cultural background do play a role in reading ability, these did not fall within the scope of this particular investigation. Similarly, the role of reading remediation given to these children did not fall within the scope of this investigation.

1.1. Conceptual Framework

This study is anchored on the Social Learning Theory by Albert Bandura (2005), which he suggested that all learning was the result of associations formed by conditioning, reinforcement, and punishment. He also proposed that learning can also occur simply by observing the actions of others. His theory added a social element, arguing that people can learn new information and behaviors by watching other people.

Moreover, there are three core concepts at the heart of social learning theory. First is the idea that people can learn through observation. Next is the notion that internal mental states are an essential part of this process. Finally, this theory recognizes that just because something has been learned, it does not mean that it will result in a change in behavior. First is observational learning, which in his famous Bobo doll experiment, Bandura demonstrated that children learn and imitate behaviors they have observed in other people.

The children in Bandura's studies observed an adult acting violently toward a Bobo doll. When the children were later allowed to play in a room with the Bobo doll, they began to imitate the aggressive actions they had previously observed. Bandura identified three basic models of observational learning, a live model, which involves an actual individual demonstrating or acting out a behavior, a verbal instructional model, which involves descriptions and explanations of a behavior, and a symbolic model, which involves real or fictional characters displaying behaviors in books, films, television programs, or online media.

Next is mental states are important to learning. Bandura noted that external, environmental reinforcement was not the only factor to influence learning and behavior. He described intrinsic reinforcement as a form of internal reward, such as pride, satisfaction, and a sense of accomplishment. This emphasis on internal thoughts and cognitions helps connect learning theories to cognitive developmental theories.

While many textbooks place social learning theory with behavioral theories, Bandura himself describes his approach as a 'social cognitive theory. Third is learning does not necessarily lead to a change in behavior. While behaviorists believed that learning led to a permanent change in behavior, observational learning demonstrates that people can learn new information without demonstrating new behaviors.

Fourth, the modeling process, not all observed behaviors are effectively learned. Factors involving both the model and the learner can play a role in whether social learning is successful. Certain requirements and steps must also be followed. The following steps are involved in the observational learning and modeling process such as attention, in order to learn, you need to be paying attention. Anything that distracts your attention is going to have a negative effect on observational learning. If the model interesting or there is a novel aspect to the situation, you are far more likely to dedicate your full attention to learning.

Retention is the ability to store information is also an important part of the learning process. Retention can be affected by a number of factors, but the ability to pull up information later and act on it is vital to observational learning. Reproduction is once one paid attention to the model and retained the information, it is time to actually perform the behavior observed. Further practice of the learned behavior leads to improvement and skill advancement.

And last is motivation, which finally, in order for observational learning to be successful, one has to be motivated to imitate the behavior that has been modeled. Reinforcement and punishment play an important role in motivation. While experiencing these motivators can be highly effective, so can observing other experience some type of reinforcement or punishment. For example, if you see another student rewarded with extra credit for being to class on time, you might start to show up a few minutes early each day.

The direction that this study will follow is presented on Figure 1 using a flowchart. The input construct of the study is the profile of the respondents in terms of age, gender, highest educational attainment, and years in service.

On the other hand, the process construct of the study is the administration of the survey questionnaire as well as the testing of the hypothesis whether there is a significant relations between the profile of the respondents when grouped and their perceptions on the impact of the reading remediation to their academic progress.

And the output of the study will be the intervention plan on the use of remedial reading to improve the academic progress of the Grades 4-5 pupils in the public elementary schools.

Figure 1 presents the research paradigm.

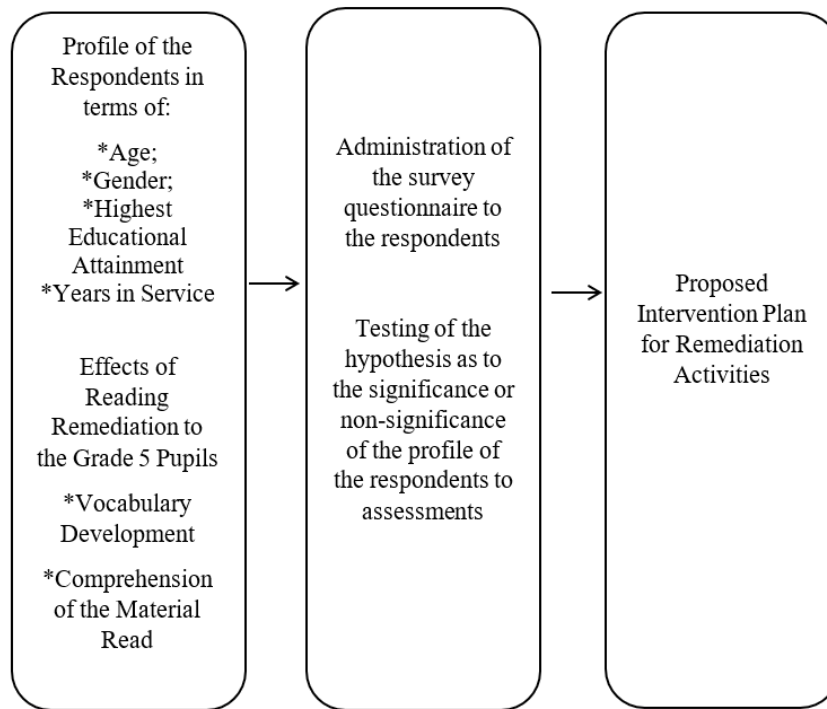


Figure 1
Research Paradigm

1.3. Statement of the Problem

This study aimed to assess the effect of the remediation activities to the academic progress of the Grade 5 pupils with the end view of proposing an intervention plan based on the findings.

Specifically, the following questions were answered.

1. What is the profile of the respondents in terms of:

1.1 age;

1.2 gender;

1.3 highest educational attainment; and

1.4 years in service?

2. To what extent is the effect of the remediation activities done to the Grade 5 pupils as to:

2.1 vocabulary development; and

2.2 comprehension of the material read?

3. What is the academic progress of the pupils in terms of their final grade in English?

4. Is there a significant relationship on the extent of the effect of the remediation activities assessment of the respondents when grouped according to their profile variables?

5. Is there a significant difference between the extent of the effect of the remediation activities and the academic progress of the Grade 5 pupils?

6. Based on the findings, what intervention plan may be proposed?

Hypotheses

The following are the hypotheses to be tested at 0.05 level of significance.

1. There is no significant relationship on the extent of the effect of the remediation activities assessment of the respondents when grouped according to their profile variables.

2. There is no significant difference between the extent of the effect of the remediation activities and the academic progress of the Grade 5 pupils.

Significance of the Study

This study is significant if it will be benefitting individuals or groups such as the students, teachers and the curriculum planners, parents and the community, and the future researchers.

The students or pupils will benefit from this study since they are the ultimate goal of the improvement in the education process. This study will help them improve their academic progress by helping them achieve more in reading. If they are good readers, they will be achieving more in all subjects in school.

Teachers and curriculum planners will be helped by this study by providing them data on the impact of reading remediation to the academic progress of the pupils. This study will help them when they create a program or activities that will boost the academics of the pupils.

Likewise, parents and the community will be helped by this study since parents will be given a feedback on the how to help their children perform better in academics. The community will be progressive if the students or its citizens are also progressive.

Lastly, the future researchers will be helped by this study by providing them data to enrich their related literature. They will also be helped in the conduct of their own studies.

Scope and Limitation

The study covers the assessments of the Grade 5 teacher respondents on the effect of reading remediation to the academic progress in terms of vocabulary development and comprehension of the material read.

Moreover, the profile of the respondents will include the age, gender, highest educational attainment and years in service.

The study is situated in the Fourth Congressional District of Laguna Division selected public elementary school. A total of 76 teachers will be selected out of the total population of the Grade 5 teachers in the said district of Santa Cruz.

Definition of Terms

The following terms are defined conceptually and operationally to give a better understanding of the problem.

Academic Progress. It refers to the cognitive development of an individual in age and indicated in performance of the given level (Reber, 2019). In this study, it refers to the achievement of the Grade 5 pupils in their academics by providing them reading remediation.

Comprehension. It refers to the understanding of a pupil or individual of the material read (Rosner, 2019). In this study, it refers to the understanding of the grades 1-3 pupils of the material such as selection or short story that they have read.

Grade 5 Pupils. It refers to the pupils in the elementary level whose age ranges from 10-11 years old.

Reading Remediation. It refers to the intervention done by the teachers to help the pupils develop the skills in reading which are not yet acquired (Rosner, 2019). In this study, it refers to the activities and strategies that the teachers employ to help the grade 5 pupils acquire the reading skills necessary for their academic progress.

Vocabulary Development. It refers to the acquisition of the skills necessary to develop one's vocabulary or word power (Rosner, 2019). In this study, it refers to the recognition of the words by the grade 5 pupils so they can understand the story or selection that they are required to read.

2. Research Methodology

This chapter presents the overall picture of methods and procedures that were used in the study. It includes the research design, population and sampling technique, instrumentation, data gathering procedures, and statistical treatment of data.

2.1. Research Design

This study is to employ the use of descriptive quantitative research method with questionnaire as the main data gathering instrument. Baraceros (2019) expounded that descriptive research design is a type of research design that aims to obtain information to systematically describe a phenomenon, situation, or population. It helps answer the what, when, where, and how questions regarding the research problem rather than the why. Moreover, quantitative research is a way of making any phenomenon or any sensory experience clearer or more meaningful by gathering and examining facts and information about such person, thing, place, or event appealing to senses. It seeks to find answers to questions starting with how many, how much, how long, to what extent, and the like. Answers to these questions come in numerals, percentages, and fractions among others (Russell, 2020).

In addition, the use of questionnaire as the main data gathering helped the researcher obtain the needed data for the completion of the study. A questionnaire is a research instrument that consists of a set of questions or other types of prompts that aims to collect information from a respondent. A research questionnaire is typically a mix of close-ended questions and open-ended questions. The use of questionnaire allows for the researcher to gather a lot of data in less time. The responses can be compared with the historical data and understand the shift in respondents' choices and experiences (Goodwin & Goodwin, 2020).

Hence, the researcher decides to use the descriptive quantitative research design and survey questionnaire as a means of data gathering in order to attain the objectives of the study. Most of the past researches and writings about the effects of remedial activities to the academic progress of the Grade 5 pupils with the end view of proposing an intervention plan adopted the descriptive quantitative research Population, Samples and Sampling Technique

The population that will be utilized in the study are the teachers of Grade 5. A total of 76 Grade 5 teachers participated in the study. According to Bhandari (2022), a population is the entire group that the researcher wants to draw conclusions about.

Moreover, the samples refer to the specific group that the researcher wants to collect data from. In this study, the researcher will utilize the total enumeration method from which the samples are derived from the faculty members. According to Lavrakas (2018), total population sampling is a type of sampling where the whole population of interest is studied. It is most practical when the total population is of manageable size such as a well-defined subgroup of a larger population. Hence, this study will utilize as its respondents the total population of the selected Grade 5 teachers from the public elementary schools in the District of Santa Cruz.

2.2. Research Instrument

A survey questionnaire is the main data gathering research instrument used in this study. In the construction of the questionnaire, the researcher will use simple words that can be easily understood by the respondents. The questionnaire will be consisted of three parts. The first part will be on the profile of the respondents in terms of their age, gender, highest educational attainment, and years in service.

The second part will be on the effects of the remediation activities assessment of the teachers in terms of vocabulary development, and comprehension of the material read.

Then, the third part will be on the academic performance of the Grade 5 pupils based on their final grade in the school year 2022-2023

Validity Test. The questionnaire constructed will be validated by the research evaluator, the school head and learning area heads who have vast and wide experience in the field of teaching and learning and education, and language or grammarian for the technical aspect of the questionnaire. After the approval of the study, the instrument will be validated using the responses of ten (10) non-sample respondents. The questionnaire will be considered valid once the t-test is not significant, that is, the respondents are in an agreement with the construction of the questions.

Reliability Test. The reliability of the constructed questionnaire will be subjected to Cronbach Alpha test to find its reliability. If this resulted to 0.89 means that the constructed questionnaire is reliable.

Data Gathering Procedure

The questionnaire will be distributed to the target respondents who are the Grade 5 teachers from the public elementary schools in the Fourth Congressional District of Laguna. The researcher will conduct an in-person administration of the questionnaire to the selected public elementary schools. She will write a letter of permission addressed to the public elementary school heads. This will also to inform the said offices that the researcher is one of the faculty members of the district. Once permitted, the researcher will proceed to asking the respondents to answer the questionnaire. Informed consent from the respondents will be sought prior to the administration of the questionnaire.

Participation in the survey will be voluntary and participants will be given the opportunity to withdraw at any time during the conduct of the research. Data privacy and anonymity of the participants was assured. Any offensive, discriminatory or unacceptable language will be avoided in the creation of the questionnaire. The research will also undergo review and approval ensuring the safety of the participants of the study, hence, in-person data gathering was done. All personal data of participants will be obtained through informed consent with the assurance that they will be handled following data privacy guidelines.

Statistical Treatment

The following are the statistical measures to be used in the study.

Percentage. This will be used to get the part of the response as against the total population of respondents. This will be used in statement of the problem number one (1).

Ranking. This will be used to understand respondents' assessment to rank a set of items according to a certain preference criterion.

Mean. This will be used to assess the responses on the extent of the study's variables. This will be used to answer problem statement number two (2) and three (3).

Standard Deviation. This will be used to determine if the data has a normal curve of other mathematical relationship.

Likert Scale. The Likert scale of the following points, range, and adjectival equivalent will be used.

Data Points	Range	Adjectival Equivalent
5	4.50 – 5.00	very high extent
4	3.50 – 4.49	high extent
3	2.50 – 3.49	some extent
2	1.50 – 2.49	low extent
1	1.00 – 1.49	very low extent

T-test of Independent Means. This will be used to determine the significant difference between the assessments of the two groups of respondents on the variables of the study. This will be used to answer statement of the problem number four (4) and five (5).

3. Results and Discussion

This chapter presents the results of the data gathered from the respondents which are then discussed herein.

1. Profile of the Respondents. The following tables present the profile of the respondents.

1.1 Age. Table 1.1 presents the age of the respondents who are the Grade 5 teachers.

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1.1 Age. Table 1.1 presents the age of the respondents.

Table 1.1
Profile of the Respondents in terms of Age

Age Groups	Frequency	Percentage
21-25 years old	20	26.3
26-30 years old	20	26.3
31-35 years old	27	35.5
36-40 years old	5	6.6
41 years old and above	4	5.3
Total	76	100

In the profile of the respondents in terms of age, they were divided into five categories or age ranges. With this, the most number of the respondents belonged to the age range of 31-35 years old. A total of 27 or 35.5 percent belonged to this age category. It means that the majority of the teachers were matured because their age bracket is 31-35 years old already.

This is followed by the age bracket of 21-25 and 26-30 years old. This comprised the 26.3 percent of the total number of respondents. This means further that the second majority of the respondents were young teachers whose ages are between 21 to 30 years old.

On the other hand, some of the respondents or 6.6. percent and 5.3 percent belonged to older age brackets of 36 to 41 years old and above. This means that the respondents were old or towards late adulthood as manifested by their age brackets. The second profile discussed is in terms of gender.

1.2 Gender. Table 1.2 presents the profile of the respondents in terms of gender.

Table 1.2
Profile of the Respondents in terms of Gender

Gender	Frequency	Percentage
Male	16	21.1
Female	60	78.9
Total	76	100

In terms of the gender of the respondents, majority of them were female which is comprised of 78.9 percent of the total number of respondents. This means that between the two genders, it was the female gender who are into education much more than the males did. This is evident with the 21.1 percent participation of male teachers in the study. As the data implied, more female than male teachers participated in the study.

According to OECD (2020), the share of male teachers has been declining since the 1900s generally because it is attributed to gender differences in occupational preferences and social rules. They also suggest economic forces as key contributing factor. Men and women face different trade-offs and opportunity costs when choosing careers. This may contribute to the observed concentration of women or feminization of teaching profession.

1.3 Highest Educational Attainment. Table 1.3 presents the profile of the respondents in terms of the highest educational attainment.

Table 1.3
Profile of the Respondents in terms of Highest Educational Attainment

Highest Educational Attainment	Frequency	Percentage
Bachelors Degree Graduate	60	78.9
Masters Degree Graduate	16	21.1
Total	76	100

It can be gleaned from the table presented that the majority of the respondents are graduate of bachelors degree with 60 or 78.9 percent while there are 16 or 21.1 percent who are masters degree graduate. It means that the teachers are still undergoing their masteral studies which is a very important component of their professional development.

One of the benefits of a master's degree is that it hones and narrow down knowledge in a certain field. While a bachelor's degree exposes a person to the general field of knowledge in a certain subject matter he or she is interested in, a master's degree allows him or her to delve into a specific aspect of this subject.

According to Nicolas (2015), more than just furthering intellectual development, teachers find master's degree important since it gives them personal development as well. Investing in a master's degree gives graduates a renewed sense of confidence they need to dominate their chosen field. It helps them enhance their soft skills such as their leadership capabilities, presentation skills, time management skills, decision making skills, and logic and reasoning, all of which will help their employability and will surely impress any future administrator.

1.4 Years in Service. Table 1.4 presents the data gathered on the years in service of the respondents.

Table 1.4
Profile of the Respondents in terms of Years in Service

Years in Service	Frequency	Percentage
1-10 years	34	44.73
11-20 years	26	34.21
21 years and above	14	21.06
Total	76	100

The data presented shows that the a large number of respondents have taught in Grade 5 for a period of 1-10 years with 34 or 44.73 percent of them. It means that they are somewhat new in the teaching profession having stayed for less than 10 years.

Additionally, there are 26 or 34.21 of the respondents who have taught for 11-20 years. This means that the Grade 5 teachers have stayed that long a time in teaching the grade level.

Then, the least of the teachers have taught for 21 years and above with 14 or 21.06 percent. This means that there are teachers also who have stayed a long time in teaching the kindergarten pupils.

According to Villaver (2021), the day-to-day in and out of the classroom encounter between the teachers and the learners helps teachers themselves to learn many things. These encourage them to study and read about the realities of new new technology related to their subjects. Aside from that teachers stay in the profession because they meet new faces everyday inside and outside the classroom, mingling with young people make them young too.

2. Effect of Remediation Activities. The following tables present the data gathered on the effect of remediation activities done to the Grade 5 pupils.

2.1 Vocabulary Development. Table 2.1 presents the data gathered on the vocabulary development of the Grade 5 pupils as an effect of remediation activities.

Table 2.1
Effect of Remediation Activities to Grade 4 Pupils in terms of Vocabulary Development

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. know how to match names of objects and pictures with their names.	3.88	high extent	4.5
2. can read the words my teacher asks me to read.	3.94	high extent	1
3. can match the synonyms of words.	3.91	high extent	2
4. can match words to their antonyms.	3.90	high extent	3
5. can recognize words using the spelling patterns.	3.88	high extent	4.5
6. can read words in C-V-C patterns.	3.80	high extent	10
7. can match the C-V-C words to their meanings.	3.83	high extent	6
8. can identify the root words of the given words.	3.81	high extent	8.5
9. can identify the meanings of words with prefix or suffix.	3.78	high extent	11
10. can match words to form new words.	3.82	high extent	7
11. can arrange words alphabetically based on the first letter.	3.81	high extent	8.5
Composite Mean	3.85	high extent	

The table presented shows the data gathered on the effect of remediation activities to Grade 5 pupils in terms of their vocabulary development. The data shows that the remediation activities effect to the vocabulary development of the pupils was seen to a high extent. This is reflected by the composite mean of 3.85 that the indicators obtained. This means that the remediation activities in reading was able to effect the vocabulary development of the pupils as seen to a high extent.

Accordingly, the highest rated among the indicators was on the pupils were able to read the words the teacher asks them to read. This reflects a mean of 3.94 which means as seen to a high extent. With the remediation activities done to the pupils, they can already read the words pointed by the teachers. Instilling a love for reading early gives a child a head start on expanding their vocabulary and building independence and self-confidence. It helps children learn to make sense not only of the world around them but also people, building social-emotional skills and of course, imagination.

On the other hand, the least rated indicator was on the pupils were able to identify the meanings of words with prefix or suffix. This is reflected by the mean of 3.78 that the indicator obtained. This implies that the pupils have to be taught more on identifying the meaning of words with affixes. Roots and affixes help students decode and decipher the meanings of new words, even if they are in an unknown or unfamiliar language, because they sound and look similar.

Suffixes are word parts that are added to the end of a root word to change its meaning. Knowing what suffixes mean can help students make sense of unknown words they come across. Spelling and using suffixes correctly is a bit harder to master than prefixes because suffixes often change the spelling of root words.

According to Gardner (2019) remedial teaching as differing from normal teaching in that the emphasis is firstly on the background of the child and on underlying causes of the specific problem. The resulting remedial program needs to be specific, realistic and attainable. It should concentrate on one or two areas at a time as opposed to many, as this is more likely to ensure success.

At the same time, Shaw-Ridley (2018) supports the findings by positing that children who experience difficulty with the structural aspects or form of language often have delayed language milestones. These children have difficulty understanding the grammar of language and when they reach school level, will generally struggle with the mechanics of reading and spelling. Their processing speed may be slower as will their reading speed. They also tend to find it difficult to retain in their short-term memory what they have read. This has obvious negative implications for their ability to learn and achieve academically.

2.2 Comprehension of the Materials Read. Table 2.2 presents the data gathered on the comprehension of the materials read by the Grade 5 pupils as an effect of remediation activities.

Table 2.2
Effect of Remediation Activities to Grade 4 Pupils in terms of Comprehension of the Materials Read

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. can get the main idea of the paragraph I read.	3.84	high extent	12
2. can identify the details of the paragraph or story I read.	3.95	high extent	1
3. can group similar ideas or events.	3.93	high extent	3
4. can group pictures showing similar ideas	3.92	high extent	4
5. can identify words/phrases sentences that go with a given concept/idea.	3.91	high extent	5.5
6. can tell what happened first, second, etc.	3.89	high extent	9
7. can tell what happened before/after an event.	3.90	high extent	7.5
8. can identify the cause of a given effect.	3.87	high extent	10
9. can infer details in passages that are not signaled explicitly	3.86	high extent	11
10. can tell the possible ending of a situation presented through pictures .	3.94	high extent	2
11. can give events that could happen next.	3.91	high extent	5.5
12. can give what have happened before/after an event.	3.90	high extent	7.5
Composite Mean	3.90	high extent	

The table presented shows that the effect of remediation activities to the comprehension of the materials read by the Grade 5 pupils is to a high extent. This is reflected by the composite mean of 3.90 that the indicators obtained. This means that the remediation activities provided to the Grade 5 pupils helped them in their comprehension of the materials read.

With this, the highest rated indicator is on the pupils can identify the details of the paragraph or story read. This obtained a mean of 3.95. This implies further that the pupils can identify the details of the story or text read as helped by the remediation activities given to them. When reading, identifying the details of a text helps pupils to better understand the point an author is trying to make. The main idea is usually supported by details and facts which expand on the main topic. Identifying the features of a passage can help students improve their reading comprehension.

On the other hand, the least rated indicator is on the pupils can get the main idea of the paragraph read. This is reflected by the mean of 3.84 that the indicators obtained. This means that the pupils can get the main idea of a paragraph read to a high extent. But then, the data obtained also presents that this indicator is the least among the indicators rated. This implies that the pupils need to be developed more on getting the main idea of the paragraph that they have read.

According to Reber (2021) defines reading as the process by which information is extracted from written or printed text. It goes on to say that this process is extremely complex and is dependent on two critical aspects, namely, 1) the written format of the word and the reader's ability to decode the phonetic relationships between the letters on the page and the sounds of the spoken language and 2) a semantic/syntactic process that has to do with the meaning of the words which are being pronounced.

Moreover, this finding is also supported by Carpenter & Just (2019) and Grabe (2021) showed clearly that reading requires rapid and precise skills and emphasized once again the importance of perceptual, visual and decoding processes during reading.

3. Academic Progress of Grade 5 in terms of Final Grade in English. Table 3 presents the academic

progress of Grade 5 pupils in terms of their final grade in English.

Table 3
Academic Progress of Grade 5 Pupils in terms of Final Grade in English

Final Grade in English	F	%
90 -100 (Outstanding)	25	32.89
85 - 89 (Very Satisfactory)	38	50.00
80-84 (Satisfactory)	13	17.11
75-79 (Fairly Satisfactory)	0	0
Below 75 (Did Not Meet Expectations)	0	0
Total		
Mean Grade = 88.20 (Very Satisfactory)		

The table presented shows the academic progress of Grade 5 pupils in terms of their final grade in English. With the remediation activities implemented to the Grade 5 pupils, they were able to achieve a very satisfactory academic progress as evidenced by the mean grade of 88.20. It can be deduced that the implementation of remediation activities to them helped them increase their academic progress.

Accordingly, half of the Grade 5 pupils or 38 and 50.00 percent obtained a grade of 87.92 or very satisfactory academic progress. This is followed by those who got excellent academic progress with 25 or 32.89 percent. The lowest then is the satisfactory performance with 13 or 17.11 percent. There are no pupils who obtained a fairly satisfactory and did not meet expectations academic progress.

Hence, it can be deduced that the implemented reading remediation helped the Grade 3 pupils improve on their academic progress. In our current education system, much emphasis is placed on the skills of reading and writing. As a result, academic success is largely dependent on literacy skills. Children who experience difficulty with reading and or writing are likely to find it harder to reach their academic potential at school. It may be assumed by teachers that the child arriving in grade 1 has the requisite language and literacy skills needed to cope in an academic setting. For many children, however, this may not be the case.

This finding is supported by Gardner (2019) who describes remedial teaching as differing from normal teaching in that the emphasis is firstly on the background of the child and on underlying causes of the specific problem. The resulting remedial program needs to be specific, realistic and attainable. It should concentrate on one or two areas at a time as opposed to many, as this is more likely to ensure success.

4. Significant Relationship on the Extent of the Effect of the Remediation Activities when Grouped According to Profile Variables. The following tables present the data gathered.

4.1 Vocabulary Development and Profile of the Respondents. Table 4.1 presents the data on the effect of the remediation activities in terms of vocabulary development and the profile of the respondents.

Table 4.1
Relationship on the Effect of the Remediation Activities in terms of Vocabulary Development and the Profile Variables of the Respondents

Profile Variables	Computed values	p-value	Decision on Ho	Verbal Interpretation
1 Age	149.385	0.00	Reject Ho	Significant
2 Gender	214.752	0.00	Reject Ho	Significant
3 Educational Attainment	340.699	0.00	Reject Ho	Significant
4 Years in Service	428.203	0.00	Reject Ho	Significant

Table 4.1 shows the relationship on the effect of the remediation activities in terms of vocabulary development and the profile of the respondents. The profile on age of the respondents obtained a computed value of 149.385, gender obtained a value of 214.752, educational attainment obtained a value of 340.699,

and years in service with a value of 428.203. All of them obtained a p-value of 0.00 which is lower than the critical value of 0.05. Thus, it can be deduced that there is a significant relationship between the effect of the remediation activities in terms of vocabulary development when grouped according to the profile of the respondents. The null hypothesis formulated is then rejected.

According to Foorman & Torgesen (2021) with children at risk for reading failure provides evidence that phonemically explicit interventions such as with an emphasis on phonics are more effective than interventions that are less phonemically explicit. They emphasize that effective interventions should contain strongly explicit instruction in the knowledge and skills needed to read words accurately and fluently. They also posited that the teachers' profile variables such as age, gender, highest educational attainment and years in service have an effect to the vocabulary development in remedial reading activities dispensed to the pupils.

4.2 Comprehension of the Material Read and Profile of the Respondents. Table 4.2 presents the data on the effect of the remediation activities in terms of comprehension of the material read and the profile of the respondents.

Table 4.2
Relationship on the Effect of the Remediation Activities in terms of Comprehension of the Material Read and the Profile Variables of the Respondents

Profile Variables	Computed values	p-value	Decision on Ho	Verbal Interpretation
1 Age	731.342	0.00	Reject Ho	Significant
2 Gender	245.446	0.00	Reject Ho	Significant
3 Educational Attainment	345.514	0.00	Reject Ho	Significant
4 Years in Service	354.725	0.00	Reject Ho	Significant

Table 4.2 presents the data gathered on the relationship on the effect of the remediation activities in terms of comprehension of the material read and the profile variables of the respondents. The values obtained by the profile on age is 731.342, gender with 245.446, educational attainment with 345.514, and years in service with 354.725. These all obtained a p-value of 0.00 which is lower than the critical value of 0.05. Hence, it can be deduced that there is a significant relationship between the assessments and the profile variables of the respondents. This caused for the rejection of the null hypothesis formulated.

With this, Gardner (2019) describes remedial teaching as differing from normal teaching in that the emphasis is firstly on the background of the child and on underlying causes of the specific problem. The resulting remedial program needs to be specific, realistic and attainable. It should concentrate on one or two areas at a time as opposed to many, as this is more likely to ensure success. As such, the profile of the respondents have a significant relationship to their assessments on the effect of remedial activities in terms of comprehension of the material read.

5. Significant Difference Between the Extent of the Effect of the Remediation Activities and the Academic Progress of the Grade 5 Pupils. Table 5 presents the data on the significant difference.

Table 5
Difference Between the Extent of the Effect of the Remediation Activities and the Academic Progress of the Grade 5 Pupils

Sources of Variation	Computed values	p-value	Decision on Ho	Verbal Interpretation
Vocabulary Development	775.908	0.00	Reject Ho	Significant
Comprehension of the Materials Read	754.605	0.00	Reject Ho	Significant

Table 5 shows that there is a significant difference between the effect of the remediation activities implemented among the Grade 5 pupils in terms of vocabulary development with 775.908, and comprehension of the materials read with 754.605. They obtained a p-value of 0.00 which is lower than the

critical value of 0.05. Thus, it can be deduced that the null hypothesis formulated is rejected due to the noted significant difference. It implies further that the vocabulary development and comprehension of material read as remediation activities implemented to Grade 5 pupils made their academic progress to be improved.

As Carpenter & Just (2019) noted it is generally agreed amongst researchers that reading comprehension cannot occur without the necessary decoding skills having being mastered. In a sense, decoding skills are the building blocks of successful reading. They are the bottom-up skills, which form part of the foundation for effective reading. It is at the level of decoding that reading speed and accuracy come into play.

A child with good decoding skills is, generally speaking, able to read with speed and accuracy, although not necessarily with good comprehension. Without comprehension, reading is reduced to a mechanistic and meaningless skill. The reader must be able to attach meaning to what he is reading and he will do this largely as a function of his experience, context, knowledge and language proficiency.

6. Proposed Intervention Plan Based on the Findings. The following presents the intervention plan proposed based on the finding.

Table 6
Proposed Intervention Plan

Goals and Objectives	Activities/ Strategies	Persons Involved	Resources Needed / Budget	Time Frame	Success Indicator
Orientation Phase To give orientation on the nature, scope, and rationale of the remedial reading to students and parents for familiarity and to stimulate students love for reading	Information dissemination and orientation of parents and students through letters and personal conversation	Remedial Reading Teacher Students Parents	Letter to Parents Contact Number Php500 from MOOE	First Week of September 2023	Level of Acceptance of the Parents and Students
Conduct Phase To assess the reading level of the students through giving Pretest To encourage a sense of personal responsibility for one's own progress	Assessment of students' reading level by giving pretest Embracing reading even at home with the guidance of the parents, sisters, or brothers	Remedial Reading Teacher Students Parents Students and Relatives	Pretest Questionnaire Photocopies of Story Oral Reading of the Story Answering of Comprehension Questions Viewing of reading activities/ exercises Reading short fables and legends Php500 from MOOE	Second Week of September 2023	Reports on reading diagnosis Satisfactory in Analytic Scoring Rubric
Post Implementation Phase To evaluate the improvement of the students' reading proficiency	Evaluation of students' reading level	Reading Teacher and Students	Furnish Post Test Oral and Written Reading Test Php500 from MOOE	Last week of Quarter 1 SY 2023-2024	Report on Mean and Proficiency Level

Reading instruction plays a central role throughout K to 12 education and much time and resources are allocated with the goal of ensuring the students are reaching grade level expectations year after year. Here are the intervention activities that may be used during the Conduct Phase.

1. Making Words with Letter Tiles – this is a reading intervention activity for non-readers. The teacher will use magnetic letters and place them on mini-cookie sheets. The following are suggested to be done:

- 1.1 Make a CVC word together.
- 1.2 Then discover other words in the same word family by swapping out the first letter.
- 1.3 Try swapping out the last letter and the vowel.
- 1.4 Compare how the words sound as one letter is changed.

2. Touch Reading – In this intervention activity, the teacher give students something to touch while sounding out words or reading sentences. This can be a dot, blank square, line. As the students first begin to read, one-to-one correspondence is so important both with each letter as they sound out words, and each word as they read sentences. The teacher tries some of the touch-intervention activities such as CVC, phonics, and fluency.

3. Play Dough – This is a fun way to teach phonics for students to learn the hands-on way. Once the students use this for hands-on learning in phonics, this become their favorite reading intervention activity.

4. Arm Slide – This is a simple reading intervention where students learn to blend words together.

4.1 Start with your left arm held out in front of you, like a slide.

4.2 Then use your right hand to pat down your shoulder as you say each sound.

4.3 When you say all the sounds, go back up to your shoulder and slide your hand down the slide as you say the whole word.

5. Sensory Association – This intervention activity works great in small groups, but can be done whole class, too. It is great for introducing spelling and sight words. The teacher basically give the students something to touch or experience for each word. Then they remember that feeling and associate it with the word, so they can recognize when they see it again.

5.1 For example for learning -in word family

5.2 For the word “pin”, have each student hold up their finger, and gently brushed each finger with the tip of the pin.

5.3 For the word “chin”, have the students gently touch their neighbor’s chin

5.4 For the word “grin” have them push the corners of their mouth up into the biggest grin they could make.

6. Exploring Learners’ Interest – The teacher can include a range of reading material in the classroom for independent reading. Fiction novels do not suit everyone. Comics, magazines and non-fiction books are all kinds of print/ visual texts that can engage a reluctant reader in the class.

7. Using Cloze Technique Activities - Using cloze activities with struggling readers alters the process of reading from identify printed words to using meaning for making sense. Leave the first few lines of the text intact and blank out one of the words. Students needs to use their understand of the text and the sentence structure to identify the words. The student does not need to identify the specific word, rather a word that makes contextual sense. One letter can be revealed from the cloze word at a time to narrow down the possibilities of the word. Continue this process intermittently throughout the text. Struggling readers should pre-read the text and skip over the cloze words. This could be done with another student, a pre-recording or a teacher.

8. Using Environmental Print – Students who are able to read a ‘pharmacy’ sign walking down the street will often find difficulty with the same word on a sheet of paper. Giving individual words context enables students to engage in more complex language than what would be possible out of context. The teacher can add keywords around the room that can assist in contextualizing words. Students could also take photos of words in the environment and add them to a word wall.

9. Using Shared Reading – This is a great method for boosting the confidence of struggling readers. As the teacher activates knowledge, the readers are beginning to identify the potential vocabulary that may be used in the text. Students can join in when they are ready to participate. Multiple readings mean multiple opportunities for success.

10. Preparing for Oral Reading – Oral reading is often a frustration level or struggling reader greatest fear, as it publicises his or her weakness. To enable students to achieve success, the teachers allow time to practice with a voice recorder, teacher or buddy until they are confident to present it.

11. Partner Reading – During partner reading, the teacher makes each learner to get more time to practice their reading skill. Being corrected privately by the teacher may be better for learners. Try to pair a this reader with those who need some extra help and watch them both learn to succeed.

12. Find the Synonym – The teacher initiates the scavenger hunt game. Instead of searching for the exact spoken words in the list, give students the challenge to find the word's synonym in the text. It is a great way to keep the game challenging for older students.

13. Guided Reading Ball Game – The teacher initiates tossing or rolling balls around. Students answer whichever question their thumb lands on when the ball heads their way. This is an exciting way to mix things up, practice reading comprehension and get kids thinking outside of their seats.

14. Dialogic Reading – The word dialogic means to have a dialogue, and that's exactly what this activity is designed to do. Instead of having the students read while the teacher passively listen, invite them into the story. Ask them what they think may happen next, or at the close of the book, the teacher may invite them to create a completely different ending. This is a great way to stretch the learner's imagination.

15. Try Non-Fiction – The teacher may ask the students to try non-fiction books. By investing in non-fiction books, the teacher may encourage his or her learners to read this kind of books.

16. Thinking Beyond the Story – The teacher asks thought-provoking questions that require reflection beyond just the story's plot. These types of questions will help them practice thinking critically about a story, and also deepen their reading comprehension skills.

17. Keeping Reading Alongside Them – Reading along with the independent or advanced readers gives insight into areas where they are challenges and helps build their vocabulary and reading comprehension skills. After all, children can often listen to texts that are at a higher level than what they can currently read, and it is extra helpful when the teacher can explain more advanced concepts or vocabulary to them.

18. Journaling About What They Read – The teacher asks the students to write an alternate ending to a book or writing the story from another character's perspective. In doing so, students develop their understanding of perspective, point of view, and setting. Independent or advanced readers often know what great writing looks like because they read so often.

19. Exploring Mystery Books – The teacher can challenge independent or advanced readers by having them put on a detective hat and dive into a mystery. They will look closely at the details to try to solve the mystery before the story ends. This is a great exercise in paying close attention to a story's intricacies and inferring what certain parts of a plot signify.

20. Using Books to Show New Worlds – The teacher encourages the students to read books about people and places different from what they may be familiar with. Providing advanced readers with challenging books featuring characters from different countries, cultures, or environments not only helps these readers learn about our diverse world, but it also builds empathy.

4. Summary, Conclusions and Recommendations

This chapter presents the summary, conclusions arrived at, and the recommendations borne out of the findings of the study.

4.1. Summary

Reading brings people into contact with the culture and the values and principles adhered to by the community. It can help them develop own ideas about relationships. It includes the world of thoughts and emotions. It is said that a person who can read well, can function more effectively in everyday activities and can satisfy their emotional and intellectual needs more effectively. Without comprehension, reading per se would serve no purpose.

This study aimed to assess the effect of the remediation activities to the academic progress of the Grade 5 pupils with the end view of proposing an intervention plan based on the findings.

The following are the summary of findings based on the data gathered.

1. Profile of the Respondents. The following are the profile of the respondents based on the data gathered.

1.1 Age. A large number of respondents are aged 31-35 years old with 27 or 35.5 percent.

1.2 Gender. Majority of the respondents are female with 60 or 78.9 percent.

1.3 Highest Educational Attainment. Majority of the respondents have graduated from their bachelors degree with 60 or 78.9 percent.

1.4 Years in Service. A large number of the respondents with 34 or 44.73 percent have served for 1-10 years already.

2. Effect of Remediation Activities. The following are the findings.

2.1 Vocabulary Development. The remediation activities done to the pupils in terms of vocabulary development is seen to a high extent as reflected by the composite mean of 3.85.

2.2 Comprehension of the Materials Read. The remediation activities done to the pupils in terms of comprehension of the materials read is seen to a high extent as reflected by the composite mean of 3.90.

3. Academic Progress of Grade 5 Pupils in terms of Final Grade in English. With the remediation activities implemented to the Grade 5 pupils, they were able to achieve a very satisfactory academic progress as evidenced by the mean grade of 88.20.

4. Significant Relationship on the Extent of the Effect of the Remediation Activities When Grouped According to Profile Variables. The following presents the relationship of the variables.

4.1 Vocabulary Development and Profile of the Respondents. The profile on age of the respondents obtained a computed value of 149.385, gender obtained a value of 214.752, educational attainment obtained a value of 340.699, and years in service with a value of 428.203. All of them obtained a p-value of 0.00 which is lower than the critical value of 0.05. Thus, it can be deduced that there is a significant relationship between the effect of the remediation activities in terms of vocabulary development when grouped according to the profile of the respondents.

4.2 Comprehension of the Material Read and Profile of the Respondents. The values obtained by the profile on age is 731.342, gender with 245.446, educational attainment with 345.514, and years in service with 354.725. These all obtained a p-value of 0.00 which is lower than the critical value of 0.05. Hence, it can be deduced that there is a significant relationship between the assessments and the profile variables of the respondents.

5. Significant Difference Between the Extent of the Effect of the Remediation Activities and the Academic Progress of the Grade 5 Pupils. There is a significant difference between the effect of the remediation activities implemented among the Grade 5 pupils in terms of vocabulary development with 775.908, and comprehension of the materials read with 754.605. They obtained a p-value of 0.00 which is

lower than the critical value of 0.05.

6. Proposed Intervention Plan Based on the Findings. The proposed intervention plan intends to further improve the reading skills of the pupils in terms of vocabulary development and comprehension of the read materials.

Conclusions

The following are the conclusions arrived at based on the findings.

1. The respondents are aged 31-35, female, bachelors degree graduate, and have served for 1-10 years in teaching already.

2. The reading remediation activities have a high extent of effect on the vocabulary development and comprehension of the materials read by the pupils.

3. The pupils have a high satisfactory academic performance as an effect of the reading remediation activities implemented to them.

4. There is a significant relationship between the extent of effect of reading remediation activities and the profile of the respondents.

5. There is a significant difference between the effect of the implemented reading remediation activities to the pupils and their academic progress in English.

6. The proposed intervention plan intends to further improve the reading skills of the pupils in terms of vocabulary development and comprehension of the read materials.

4.2. Recommendations

The following are the recommendations borne out of the findings of the study.

1. The other profile of the respondents may be considered in the future studies.

2. Other reading skills aside from vocabulary development and comprehension of the materials read may be considered as an effect of the remediation activities.

3. Other measures of reading remediation effectiveness may be used.

4. The profile of the teachers may be used when considering training or School Learning Action Cell (SLAC) sessions for them.

5. Grade 5 pupils may be asked to read orally for them to be assessed in their oral reading skills.

6. The proposed intervention plan may be used by the teachers in order to help their students achieve more in reading.

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