ACHIEVEMENT OF RETARDED GRADE SIX PUPILS UNDER A READING REMEDIATION PROGRAM

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APPROVAL SHEET

This thesis entitled "Achievement of Retarded Grade Six Pupils Under a Reading Remediation Program", has been prepared and submitted by ALICE NOROMBABA-RODRIGUEZ, who having passed the comprehensive examination, is hereby recommended for oral examination.

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A. N. R.

D E D I C A T I O N

I dedicate this humble work to

my husband

Bobby . . .

and

My dear children:

Genevieve (Gen-Gen)
Ronald (Dondon)
Roque (Royroy)
Pablo III (Junjun)

that they may see and cherish the value of education.

Alice

ABSTRACT

This study was conducted to determine the achievement of retarded grade six pupils of Mercedes Elementary School, District of Catbalogan II, during the school year 1988-1989, under a reading remediation program. This study employed the experimental method of research under the Pretest-Posttest-Control-Group Design with 30 Grade Six retarded pupils of Mercedes Elementary School, Catbalogan II District as subjects. The statistical treatment used in this study is the T-test for nonindependent sample to determine the significant difference between the pretest and the posttest mean scores of the EG and also of that of the CG, and also this test was used to determine the significant difference between the posttest mean scores of the EG and that of the CG. Based on the tables and statistical data presented, it has been established in this study that 25 percent of the total population of Mercedes Elementary School Grade Six pupils were retarded in reading performance, a slight difference or an almost equal reading skill performance between the experimental and control before the start of the experimental study was greatly changed and affected after a three-month reading remediation treatment of the experimental group and a three-month ordinary and routinary classroom activities with the control group. In the light of the findings just presented the following conclusions are drawn: a reading remediation program can bring about a significant improvement in the level of performance/achievement of pupils particularly those retarded in reading skills, and it is an effective, faster and richer means and solution to reduce

reading retardation. Based on the foregoing conclusions, the following recommendations are made: (1) any teacher assigned to conduct a remedial instruction should plan/make a reading remediation program based on identified weaknesses of the retarded, (2) the program should be handled with sincere and genuine concern for the pupils' welfare, (3) the three month time be extended to a longer period of time to give pupils more experiences and knowledge and to have a laudable effect of the program, (4) for better handling of remediation program, the school needs to have a faculty development plan focused on training for reading teachers.

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Chapter 1

THE PROBLEM

Introduction

Reading is one of the most vital subjects in the elementary school curriculum and also one of the most difficult to teach. It is a common complaint among teachers that the greatest cause of failure in the elementary school is in the inability of children to develop a reading proficiency commensurate with the reading demands in their respective grade levels.

According to Witty (1979:178), during the past two or three decades, investigations revealed an increase in the amount of extremely poor reading. A wide range in ability and a large amount of reading retardation was also found in every class through the elementary and high school.

Reading retardation is only one aspect of the reading problem. In fact, many teachers consider reading retardation as the greatest obstacle to effective instruction in the elementary grades. Because of the magnitude of the problem, classroom teachers frequently turn to publish account of retardation, hoping to gain a better understanding of its causes and to secure suggestions for corrective work.

Woolf and Woolf (1957:34), stated that all retarded readers do not manifest emotional problems, neither are all maladjusted people are regarded as poor readers. However, there is considerable evidence that reading is a function of the whole personality and that improvement in reading skills is often concurrent with improvement in personal adjustment.

Perhaps the greatest problem of the modern school grows out of the range of individual differences within classes and the varied purposes for which pupils must read. This problem is reflected by the serious reading retardation of many pupils in the various grade levels of elementary school. In order to take their places as worthy citizens of tomorrow, pupils in our schools today must be led to comprehend and to evaluate facts presented in varied printed forms.

Klausmeier (1971:223), stated that the need to achieve success is present in most pupils and is essential in setting and attaining goals. Some pupils do not manifest this experiences. Special attention should be given to any pupil who does not show this need in connection with schoolwork. At least two things may be done with the pupil who have a high need to avoid failure and who have undue anxiety. First, easier

tasks maybe formed for them to lessen their anxiety and increase their self-confidence. Second, the penalties for not succeeding maybe lowered or eliminated, thereby decreasing the incentive value for a task.

Frandsen (1961:107), in his book has this to say on achievement:

> . . . Achievements are opening up the possibilities of attaining a rich life in the modern world. We can take advantage of these possibilities only by making full use of our human resources. The greater source of joy for every individual is the self-realization of his potential talents. Despite the great need of both society and the individual for the development of each citizen's constructive and creative talents, these talents sometimes remain unidentified or underdeveloped. If the needed individual abilities are to be fully developed for the good of the society and the happiness of the individual, they must be recognized and properly appraised . . . .

Many people are involved in this process. Teachers, parents, and the children themselves share this responsibility. A greater role goes to the teachers because of their training and especially devised tools available to them, and they are peculiarly well equipped to fulfill their share of this responsibility.

The appraisal of achievement status and progress in learning are directly or indirectly related to all

the major functions of teaching, to the formulation of attainable objectives; to the selection and organization of appropriate curriculum content; to the adjustment of curricular experiences; to the levels or readiness and patterns of abilities of pupils; to teacher guidance of the trial-and-check process of learning; to determination of the needs for the effects of developmental social experiences; and in general to the periodic evaluation of the outcomes of instruction.

Among the indices of capacity for subsequent achievement, the best single index is a measure of progress -- in reading, language, mathematics, and other subjects -- these effectively guides both teachers and pupils in adjusting the curriculum to each child's emerging stages of readiness.

Achievement-test-score guides us in adjusting school progress to individual roles of maturation, classifying children into appropriate homegeneous classes of children.

Test revealed evidences of progress intensify and sustain the pupil's motivation. Interest inventories can guide students and teachers in relating learning to pupils' individual interest.

In achieving the general goals of appraisal of achievement, the facilitation of learning-tests and other evaluative procedures are used specifically for: (1) placement of pupils, (2) diagnosis of learning difficulties, (3) guidance of learning, (4) assessment of progress, (5) prediction of subsequent learning, and (6) evaluation of curricula and methods.

We make evaluative uses of tests when we compare the achievement of a given school against n national norms or when we compare achievement "then" and "now".

Standardized or teacher-made-tests of academic achievement, teacher observation, and interviews are appropriate for appraising the understanding and skills, the national environment, communication and quantitative thinking, areas of intellectual growth, cultural growth, cultural orientation, health, and economic competence.

The researcher is an elementary grades teacher and in the course of her teaching, she had felt the needs of these pupils who needed to develop a reading proficiency commensurate with the reading demands in their respective grade levels. She have been teaching the lowest section of Grade VI pupils and had observed that many children were not reading satisfactorily in level of average pupil at their actual grade level. Year in

and year out we are confronted with reading problems among pupils in their day-to-day reading activities. The most common of which are inability to read, to solve simple mathematical problems, to perform an experiment, to write a friendly letter, to interpret a graph, to work out a problem, and etc., which are all attributed to reading deficiencies.

Various studies have already been conducted regarding retarded children here and abroad; however, no study has so far been made about the achievement of retarded children under a remediation program in the Division of Samar. Thus, the achievement of retarded children under a reading remediation program has not yet been ascertained.

This study, therefore, is an attempt to determine the achievement of the retarded children under a reading remediation program.

Theoretical and Conceptual Framework

The theory adopted by the researcher is that of the Field Theorists (Gestalt Psychologists) as cited by Smith (1961:55). They emphasized the learner's cognitive structures and the meaning given by the learner to certain signs. Thus in field theory the response is an indication that "insight" has taken place and that

learning has occurred. According to them the organized structure of a person's past and present experience is a crucial determinant of learning.

Dechant (1969:502), stated that there are two types of practices varied practice and repetitive practice. Varied practice or range of experience permits the learner to reorganize his experiences at increasingly higher levels of abstractness and clarity. Through this type of practice, meanings are extended and refined. Repetitive practice implies a constant repetition of the same experience. It is most effective when a skill has been "learned" correctly and practice is intiated to make the skill habitual. Repetitive practice of what has been done incorrectly merely makes the performer more proficient in doing the wrong thing.

Fortunately, in most learning situation the two types are combined. Practice is varied so as to bring the performance ever closer to the model and it is repetitive so as to increase proficiency in correct performance and to promote retention.

The end result of practice is habit. Habits, although they seem automatic and occur without awareness, are low-level perceptual differentiations. The person performs them with minimum or no awareness. Smith and

Dechant (1971:210), supported the statement when they stated that "learning is the acquisition of new behavior patterns, or the strengthening or weakening of old behavior patterns as the result of practice".

Furthermore, Kingley and Gary as cited by Smith and Dechant (1961:12), stated that "learning is the process by which behavior is originated or changed through practice or training".

As cited by Smith and Dechant (1961:28), according to the field theorists, a person's past and present experience is a crucial determinant in learning. This is supported by Hull as cited by Smith (1961:101), when he stated that "in a highly scientific analysis of the learning process, he suggests that performance is determined by the strength of previous habits, motivation and drive, and the amount and nearness of reinforcement. The implications of Hull's statements in the area of reading indicates that the more reading a child has done in the past, the greater is his tendency to do still more reading in the future. It suggests that when reading satisfies the child's personal needs, or when reading is a rewarding experience, he will read. As he does more reading, the act itself becomes more rewarding and thus the goal

becomes more immediate.

Thorndike, et. al. as cited by Woolf and Woolf (1957:213), stated the famous law of effect that "if a response made to a situation is associated with satisfaction, the strength of the connection between the situation and the response is increased". A casual interpretation is that, reward increases the desire of the person to repeat the rewarded response, or that reward helps to fixate the desired learning. However, the satisfaction which leads to learning is not necessarily reward in the form of a dollar bill, or even praise, but a confirming or reinforcing reaction within the person.

In many cases accomplishing a task is its own reward. Thus, a retarded reader who was fascinated by weather instruments for example, learned new words and improve his reading skills because he found they would help him to read and write about the weather.

In the past, remedial teaching was identified as a general process of re-teaching. In the developmental program remedial teaching is directed toward each child's specific need and inadequacies.

The methods and principles of remedial teaching and developmental teaching are distinguishable, if at

all, by the emphasis on individualization.

Gates as cited by Smith et. al. (1961:426), pointed out that the primary characteristic of remedial instruction is individual prescription for individual needs. Actually remedial teaching is merely a phase of developmental teaching. Teaching that is remedial for one student will be developmental for others. Consequently, it is the nature of the child rather than the nature of the teaching that distinguishes the two procedures.

The reading teacher must understand the individual pattern of each case of reading disability. As Bond and Tinker point out: as cited by Smith et. al. (1961:426). no two cases of reading disability result from the same set of circumstances; no two have exactly the same reading patterns; no two cases have the same instructional needs; and no two can be treated in exactly the same manner.

The principles of the above reading specialists brought about the idea of this study.

The conceptual framework of this, is illustrated in Figure 1.

The first frame shows the manner of selecting the subjects by administering the different tests.

The second frame shows the manner of selecting the representative samples.

The third two frames are the selected retarded pupils for Experimental Group and the other one is for the Control Group, now under Experimentation.

It further shows the separate strategies to be used by the researcher with the two groups of retarded pupils.

The fourth is the stage of evaluation to get the effect of remediation to establish data of achievement of both EG and CG samples.

The fifth frame is the result of the posttest, and the stage of placing results in separate table and computation for their statistical value.

The sixth frame is the stage and process of interpretation of statistical value of achievement of both EG and CG samples.

The seventh frame is the process of consolidation of results, summarizing and making recommendations and suggestions to the field of teaching and learning in the elementary grades.

The eight frame is the expected effect, the target of this study for the field of Elementary teaching.

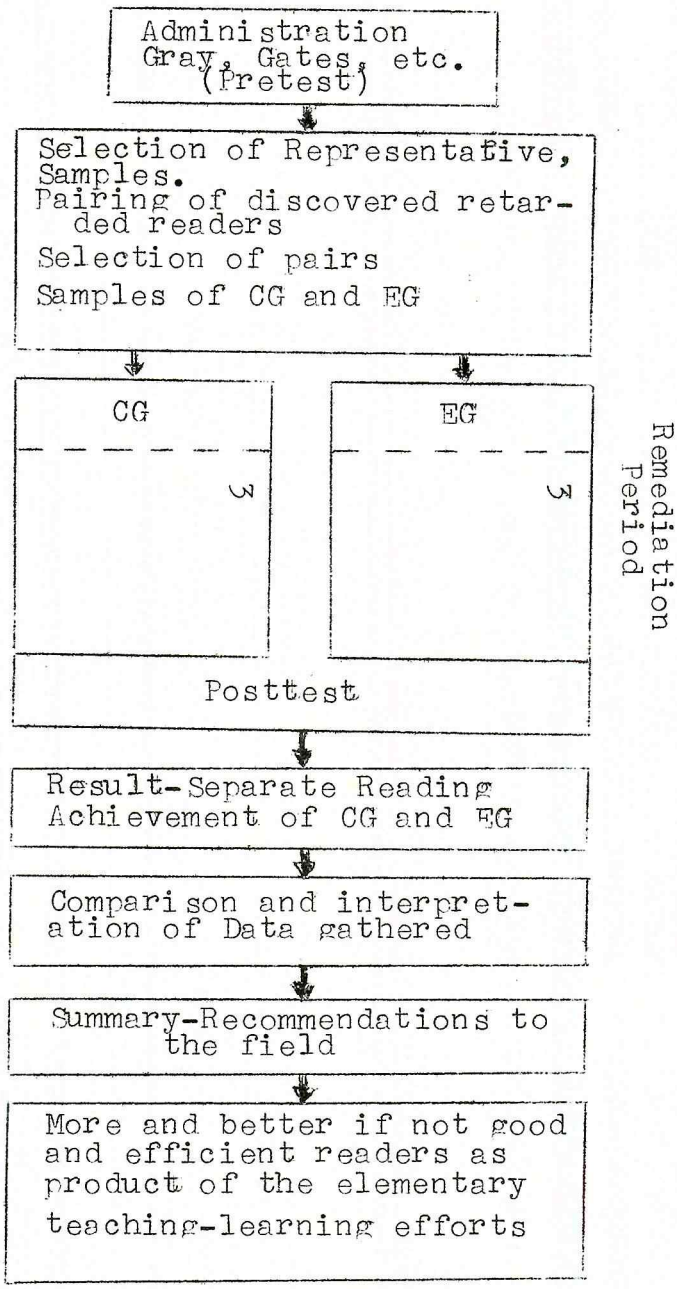

Figure 1. The Conceptual Model of the Achievement of Retarded Grade Six Pupils Under a Remediation Program

Statement of the Problem

This study attempts to determine the achievement of retarded grade six pupils under a reading remediation program. Specifically, it seeks to answer the following questions:

1. What percent of the Grade Six children in Mercedes Elementary School are retarded?

2. What are the pretest and posttest mean scores of both the EG and CG?

3. Is there a significant difference between the pretest and the posttest mean scores of the Experimental Group?

4. Is there a significant difference between the pretest and the posttest mean scores of the Control Group?

5. Is there a significant difference between the posttest mean scores of the Experimental Group and that of the Control Group?

Statement of the Hypotheses

This study will be guided by the following null hypotheses:

1. There is no significant difference between the pretest and the posttest mean scores of the Experimental and the Control Group.

2. There is no significant difference between the posttest mean scores of the Experimental Group and that of the Control Group.

Significance of the Problem

The results of this study are significant in several ways. This study will first and foremost convince and encourage teachers to venture into reading remediation as a better solution to redu ce reading retardation. This will further serve in our school, in the district and in other schools of the Division of Samar as an example in properly identifying a retarded reader, the causes of their retardation and the proper approaches to such retardation. This will serve as the basis for the enrichment of materials to be used by remedial reading teachers especially in teaching retarded pupils in reading. Teachers will have a sample in choosing which reading material is best suited for specific reading skill in order to make the teaching-learning process more effective. Reading teachers will appreciate the work and will accept the challenge to adopt some measures to improve the reading abilities of retarded children so that these children will become better assets to the community in the years to come.

This may help school administrators to plan programs of activities geared towards training more reading teachers who will upgrade their competencies in teaching slow learners and retarded pupils.

Likewise, the result of this study will inspire the administrators, teachers and the pupils themselves to focus more attention to reading skill development due to the achievement shown in this particular activity. Also the parents will be pleased for it is their pride when their children are all readers.

Finally, the importance of this study cannot be overlooked, since this kind of study is the first of its kind in the Division of Samar, and hence it will serve as basis for other related studies in the future.

Scope and Delimitation of the Study

This study has limitations to be considered. One possible condition is in the selection of the samples. It may happen that the samples will have a big gap of their ages, height, weight, family condition, family backgrounds and family income and sex. These certain variables may affect in one way or another the samples of the study.

Another factor or variable to be considered is the time. It might be that the experimental group and

the control group will have a definite time and it may affect the other classes if the two groups of pupils will be exposed to the same time.

The materials to be used with the subjects as aids in achieving the goals of teaching, so as to arrive at the expected level of performance is another variable to be looked into. It might happen that the materials to be used are limited and the researcher's capacity in terms of financial matter cannot meet the desired needs.

So, all these aforementioned variables ought to be given due considerations in this study. However, the researcher will try to find some solutions and will do something to these different variables for the good and the realization of the objectives of her study.

This study is concerned only on the achievement of Retarded Grade Six Pupils Under a Reading Remediation Program of Mercedes Elementary School, District of Catbalogan II, Catbalogan, Samar.

It is focused on the effect of a reading remediation program on the achievement of retarded grade six children in one subject area which is English, hence the program shall focus on developing basic reading skills that are found weak: recognition skills,

study skills, vocabulary skills, and writing skills.

Definition of Terms

For the purpose of this study the following terms are defined to provide to the readers a common sense of ideas.

Ability. This term is commonly used as a synonym for skill.

Achievement. Accomplishment or proficiency of performance in a given skill or body of knowledge.

Ascertain. To find out with certainty.

Comprehension. The act of understanding the meaning of printed or spoken language as contrasted with the ability to perceive and pronounce words without reference to their meaning.

Control Group. The term refers to the group with which the experimental group is compared. This is the group that is subjected to traditional instruction and no planned remedial reading program.

Disabled reader. This is one who does not display average reading ability which is in relation or due to his inborn potential/capacity.

Evaluation. The process of ascertaining or judging the value or amount of something by use of a standard of appraisal.

Experimental group. This is the group in the study which will use a planned remediation program.

Modified strategies. This term in this study means the varied methods suited to the group of learners.

Methods and Techniques

1. Visual Motor Word Study Method

   a. First the teacher presents the word in context (possibly in a sentence on the chalkboard).

   b. He shows the single word on a card and pronounce it.

   c. The pupils look at it and pronounces it softly.

   d. They repeat this a few times.

   e. Then with eyes closed each child tries to form a visual image and checks this image with the card.

   f. Next the card is removed and each child tries to write or print the word from memory.

   g. He then checks his written word against the card.

   h. The process is repeated as needed.

2. Story Method. Stories have a universal appeal for children. This method provides a more complete unit of thought, emphasizes meaning, and trains children to anticipate and follow a sequence of ideas. Critics argue that in this method, pupils tend to rely largely on memory of sequence of events or other than on word recognition.

3. Eclectic-analytic-synthetic methods. In this method carefully graded words, sentences and simple passages are selected and children are guided to analyze, compare and synthesize these selections. As a result children become acquainted with the elements of language and the mechanics of reading.

4. Synthetic methods. Methods that begin with word elements, with letters (alphabet method), with sounds (phonic method), or with syllable (syllabic method). They are so-called because the letters, sounds, and syllables must be combined (synthesized) to form words.

- maybe recommended for normal teaching of

reading, for remedial teaching, or for both.

5. Analytic methods of teaching reading. They are called analytic because they begin with the word, phrase, or sentence and these larger units then are broken down into their basic elements.
6. Synthetic analytic method. Begin with (smallest unit or language which can differentiate one utterance from the others) morphemes (smallest linguistic unit in our language that has meaning).
   - begin with phonemes and then combine these to form meaningful words.
7. Analytic synthetic method. Begin with total word and then more or less simultaneously break it down into its phonemic elements.
8. Sentence or Global method. (Gestalt concept of learning). Procedure in teaching reading wherein the first material is a group of printed words. The sentence ought to be made the basis of reading exercises and should be framed by the child-

rem themselves. Teacher should write it on the board so pupils would see it part by part.

9. Multiple approach to word analysis. (Structural and phonetic analysis). Example:

unfaithful (3 meaning units)

un - prefix

faith - rootword

ful - suffix

10. Structural analysis. Analyzing words into their different parts, or meaning units.

Percentile ranks. Show the relative standing of a given pupil when his/her score is compared with those earned by pupils comprising a particular reference or norms, group. Example: A pupil who earns a SAI score of 116 receive a percentile rank of 84, which means that 84 percent of the pupils in the norming sample earned SAIs of 116 or less.

Posttest. This word refers to the test given after the instruction/teaching period and this aims to evaluate the pupil's achievement through the total application of skills and knowledge.

Pretest. This word refers to the test given

before the instruction/teaching period.

Reading. (Smith and Dechant). This is bringing of meaning to rather than the giving of meaning from the printed page.

Reading retardation. Condition of children whose reading skills are significantly below age and grade norms or it is a handicap in reading.

Remedial reading. In reading instruction, these are activities planned for individuals or groups of pupils in order to provide for both the diagnosis of reading difficulties and their correction, usually carried on in a special remedial class. (Good, 1973: 475).

Remedial reading program. An organized instructional program based on comprehensive diagnosis and designed to correct or eliminate factors contributing to inadequate or faulty reading development and to increase efficiency and accuracy in reading.

Retarded reader. This is one who does not demonstrate reading efficiency that is commensurate with his actual grade level or any student who is not reading satisfactorily at his actual grade level and age level regardless of the reason(s) for such retardation.

School ability index. Is, in effect, a normalized standard score with a mean of 100 and a standard deviation of 16 points. The SAI is an index of the pupil's relative ability, in comparison with pupils of similar chronological age regardless of grade placement, to deal with abstract relationships involving the manipulation of ideas expressed in verbal, numerical, figural, or symbolic form.

Skill. Anything that the individual has learned to do with ease and precision; maybe either a physical or mental performance.

Stanines. Are normalized standard scores having a mean of 5 and a standard deviation of 2 points. These scores are expressed as single digits ranging from as low as 1 to as high as 9, with the nine units of the stanine scale representing equal distances along the baseline of the normal curve. This means that the difference in ability between stanines of 7 and 8 is the same as that between stanines of 3 and 4. Example: A pupil earning a stanine of 7, 8 or 8 is said to have performed well above the typical pupil of the same age, while a pupil earning a stanine of 1, 2 or 3 performed well below the typical pupil of the same age on this test.

Chapter 2

REVIEW OF RELATED LITERATURE AND RESEARCH

This chapter provides the researcher appropriate technique in undergoing a research work about the review of related literature from a series of studies and researches on the field of teaching-learning process and on the field of reading skill development. The writer's style in her study is that of her own and in no instance would it be of the same in purpose with other similar studies. However, there are some literature about reading which has been quoted from various authors to provide the researcher some ideas about the concepts and needs of this study. Also quoted are some opinions and findings of several authors and researchers which are relevant to this study.

This study is made and intended to be of great help to most of the teachers in the teaching field.

Among the related literature and studies found most helpful were the following:

A. <u>On Teaching Reading Skills</u>

Reading being a basic tool to learning in all curricular areas must equip every individual with the necessary basic skills which he will utilize to explore

the world about him, to satisfy his needs and interests, to achieve and fulfill his desired aspirations.

Dechant (1969:122), stated that "reading instruction in the elementary must emphasize systematic development of skills and abilities essential at each level of reading advancement.

Witty (1949:161), stated that teaching children to read has always been one of the most important responsibilities of the elementary schools. Every child needs to develop his reading ability fully in order to succeed in school and to discharge his responsibilities in democratic society.

Kyte (1964:265), added in his view when he stated that in life, reading serves two general purposes: (1) it is a means of gaining information quickly and vicariously; (2) it is also a way of enjoying and using leisure profitably. The individual's enlightenment and performance as a citizen, worker and consumer depends considerably on reading skills and habits. His knowledge would be meager if he had to depend solely on actual experience. Valuable as they are, they must be augmented by the varied and the rich experiences in reading. Hence, the different types of reading require different reading skills.

Smith and Dechant (1964:187), further strengthened Kyte's idea when he stated that when reading materials are carefully developed and built upon the experiences of readers, the symbolism is clear, concrete, and meaningful to the reader. Bond and Tinker (1975:220), stressed that while it is true that any kind of material that is suitable for teaching reading is suitable for remedial instruction it is important to recognize that the material must be appropriately selected to meet the child's instructional needs. Dechant as cited by Dacuro (1982:9), emphasized that it is important that the materials used with a given pupil are suited to his needs. Incorrect materials or the incorrect use of appropriate materials can actually cause or intensify reading problems. The teacher needs to make sure that they take into account the pupil's deficiencies and problems.

Furthermore, Smith and Dechant (1961:302), pointed out that everyone in the civilized areas of the world; child, adolescent, and adult-has a personal need for being an effective reader. Reading offers access to the information, ideas, ideals and happenings of both the past and the present, and through reading, one extends his environment from home and community to

the world as a whole.

A remedial reading teacher should not only know what skills to develop but he must also know how one learns to read and what methods are most appropriate for a given child.

Williamson (1971:37) and Wallen (1973:257), as cited by Dacuro, stated that in a typical class there can probably be reading achievement ranging all the way from non-reading through fifth or sixth grade level. Through a thorough and careful diagnosis, the teacher can pinpoint the specific strengths and weaknesses of each pupil in his class. This information can give the teacher some guidance on what instructional techniques and materials he will adapt to each pupil's level.

Dechant (1969:302), pointed out that there is no one best method for teaching reading and there is no one best remedial or corrective method.

The teacher therefore has to know the various methods in teaching reading and has to consider which methods is best to adapt, based on its merit and validity in a specific teaching situation.

Smith, et. al. (1961:215), pointed out that comprehending of reading matter involves the correct

association of meanings with word symbols. Both also quoted Bond and Tinker saying, "That for a word to be serviceable in reading, meaning must be attached to it". The use of word meaning and the ability to select the correct meanings from the context are essential factors. Thus, without an understanding of words, comprehension is impossible.

This is further strengthened by Smith (1961: 124), saying that comprehension must be developed well so that reaction to and assimilation of ideas can take place. The following are points to be considered:

1. The pupil needs much experience at every grade level in mastering and using all comprehension skills;

2. Because there are so many kinds of comprehension skills, students should be taught how to formulate their purposes in reading and how to read for these purposes;

3. Well-formulated questions requiring thoughtful penetrating answers are strong determiners of the breath and depth of comprehension achieved.

Dechant (1969:152), has mentioned that studies of reading have shown that vocabulary greatly affects comprehension. To comprehend, one must have knowledge of word meaning. He further states that vocabulary

skills is used to aid the learner to think as he reads, to get meaning, feel meaning, and to extend his own understandings. All words are useful as long as they become symbols of the meanings for which they stand. He believes that a child with the best vocabulary will generally also have good comprehension.

Smith, et. al., (1961:121), stated that "intelligence and vocabulary skills are basic determinants of school achievement. They also correlate highly with comprehension; without understanding of words comprehension is impossible".

Cushenbery (1972:58), supported this statement when he established the importance of vocabulary building. To him, the value of building a large store of words cannot be underestimated, because meaning is based on how one understands the concepts behind each word in a sentence.

According to Dechant (1969:267), books are written to be read and materials in reading are designed for use. This means that the teacher must have knowledge of the materials available.

Cianciolo (1968:93), cited that the quality of the reading material pupils were first exposed to, influence their reading taste, values and appreciation of literature. To her, when pupils are encouraged to

read worthwhile materials, those kind of materials which make the reader, think, choose, compare, analyze questions, and deduce to a certain degree, they will surely acquire good reading habits and interest and they will further be motivated to do independent reading and learning throughout their lives.

B. On Developmental Reading

Developmental reading is designed for students/pupils who fail to read, as well as those whose tests of general ability indicate they are able to read.

Dechant (1969:174), stated that "Developmental Reading is a process that continues throughout the years of elementary and secondary education, and into reading at the college and adult level". The teacher of developmental reading considers the problems and tries to help the students overcome those difficulties. Developmental reading focuses instruction upon the needs of each child; upon understanding not only the child's reading needs and problems but also the needs and problems of the child himself. Furthermore, it emphasized that aside from establishing reading readiness, the teacher must assist students/pupils in developing study skills, study techniques, and applying individual study techniques. The developmental skill

ladder presents the following skills associated with reading:

1. Basic sight words
2. Using phonetic analysis and words, prefixes and suffixes
3. Using structural analysis and the alphabet
4. Vocabulary study using contextual clues
5. Vocabulary building
6. Finding the main idea
7. Finding/supporting details
8. Classifying and organizing facts
9. Inferring meanings
10. Following directions
11. Using parts of books
12. Using the dictionary
13. Using the encyclopedia and other reference books

These skills are basic to reading and are developmental in nature beginning with those necessary to the introduction of reading in primary grades and carrying through to those essential to comprehension and learning at the high schools and college levels.

Spache (1964:46), stated that proficiency in reading requires the development of a variety of skills,

habits, interests and attitudes secuentially developed from the simplest to the most complex. Reading skills cannot be developed at random because they tend to reinforce each other and most often, one skill is built upon another. It would be very difficult to develop a very complex skill without having first developed the prerequisite for its foundation.

Tinker (1976:49), stated that in the reading process, each child progresses in the developmental sequence of learning to read, according to his own capacity. This goes true with the development of comprehension skills in reading. As a child grows older and gains more experiences in reading, his range of reading ability widens.

The development of reading comprehension skills from the literal level and beyond it, has been the emphasis of today's reading educators, especially so, with the growing number of non-readers schools are producing. Cushenbery (1972:140), said that every teacher is charged with the responsibility of taking each student where he finds him and rebuilding those skills which are needed in every content area.

Furthermore, he emphasized that the responsibility falls on us, the educators, to train a child how to read, to increase his reading ability in the most

interesting, most efficient, and most effective way that he may read to learn, and this is based on his statement:

> "Each child is considered unique having his own pattern and mode of development. As a consequence therefore, this uniqueness should be allowed to develop by creating and expanding programs and activities geared to meet and satisfy the child's need".

Dechant (1969:302), expresses this idea more aptly in his following address to students: "Your life is filled with reading. As you go about from day to day, you read everything from street signs to encyclopedias. Some things you can read quickly and with little thought, example a calendar. Other things, such as your books in school, you must read carefully. There are many different kinds of reading, and many different ways to read".

Reading words and facts is really only a small part of what people do when they read. This skill when fully developed, shows you how these facts help to explain the larger idea. Your reading ability improves greatly when you can recognize the main idea quickly.

Another skill is that of recognizing which ideas are important enough to remember and which are not. A related skill tells you what should be read with care and what may be hurried over. When you can

see how facts and ideas are related, you will be reading with complete understanding. This understanding, resulting from the use of various skills, will make you an efficient reader indeed.

C. On Remedial Reading

C.1 Nature of Remedial Reading

Society may loose the resources of a good number of citizens if retarded readers are left as they are and regarded as hopeless. The abilities and potentials of these group of children can still be developed to the fullest with a properly motivated reading program. The teacher must understand children's interests, but this is not enough. He must have more than a knowledge of the interests of the children in general.

Strong and McCollough (1963:224), as cited by Urmenita revealed that there are many students who are not realizing their reading potentialities. Although good reading does not reduce reading difficulties, one or another child who will fail to acquire particular skills can be helped through special attention. So, remedial or corrective reading is necessary.

C.2 Diagnosis for Remedial Teaching

Dechant (1969:228), discussed that for proper diagnosis the teacher must understand two basic elements: the meaning of retardation and devices useful in detecting retardation. Furthermore, he stressed that it is not enough to identify a pupil's over-all deficiency. Each pupil presents a specific pattern of weakness that must be carefully analyzed. For example, the teacher must know whether the pupil is deficient in word-recognition skills and what these are; or whether his weaknesses are in the understanding of what he is reading. Here, the teacher can use diagnostic devices such as the various reading tests and informal check sheets or analysis charts such as teacher/s observations. Children's attitudes towards books, and children's reading habits are better indicators of the effectiveness of a reading program than are more formal measures. He further discussed that the identification of the pupil's difficulties is not enough. The teacher needs to be able to suggest some solutions to the problems or to be aware of some possible

alternatives in working toward a solution.

Witty and Brink (1965:351), emphasized that whenever possible, individual guidance and help should be given to poor readers. In every attempt to offer assistance, there should be conscientious effort to diagnose carefully the reading levels and needs of the pupils to provide useful and stimulating materials and to offer systematic instruction for a long enough time to assure improvement.

C.3 Problems/Factors Related to Reading Retardation

Woolf and Woolf (1957:4), stated that investigations have brought to light various related problems in reading retardation such as visual anomalies, hearing defects, limitations in eye span, impoverished vocabulary, irregularities in eye fixations, phonetic weaknesses, and a host of others. As cited by Woolf and Woolf (1957:5), Eames and others have found that malnutrition, infections, and glandular disorders occur more frequently among poor readers. General ill health, low level of energy, any physical disability or disease might conceivably interfere with reading

progress or delay the child to such an extent that he becomes discouraged and loses interest.

Another factor in reading retardation is the visual anomalies. Eames as cited by Woolf and Woolf (1957:6), stated that there is some support that poor vision is a handicap.

Case studies reported by Berons and Enos as cited by Woolf and Woolf (1957:6), support the view that motor anomalies are associated with reading disability. According to this and other studies, the conditions that most often interfere with reading are imbalance of ocular muscles and inability to achieve full time binacular vision. Although debate goes on as to whether these are actually the basic causes or merely symptoms of other problems.

Another factor or commonest explanation for reading problem or disability is "poor teaching". The failure of the teachers to understand the learning process and personality dynamics involved or to apply their understanding to the teaching of reading. Impoverished experiential background or lack of meaningful experiences is also a factor

for reading problem.

These insights into the nature of the problem should be kept in mind while choosing methods and techniques of teaching and instruments for diagnosis and evaluation.

Every individual has certain psychological needs. If the school and the class meet some of these needs or help to meet them, learning is facilitated. Facts, skills, and attitudes related to psychological needs are more easily learned than those which are not related. If psychological needs are not meet, learning is retarded.

According to Maslow as cited by Woolf and Woolf (1957:36), aside from basic physical necessities, a number of other needs are acknowledged to be related to wholesome development. Among them are love, respect, sociality, self-esteem, adequacy. Also discussed by him, is the desire for self-actualization or self-fulfillment and he emphasizes the need to love as well as to loved. So, for optimum development, these needs must be satisfied all along the way in school and

elsewhere.

Woolf and Woolf (1957:168), emphasized that we shall present a multiple approach to the reading problem, describing methods and techniques which have been tailor-made to suit the particular needs of the student with uneven intellectual development. Included will be drill and exercises aimed at improving skills, but emphasis will be placed on those experiences which involve thinking, reacting, and expressing emotions. We work with the total personality when we work with a retarded reader. We must take into account not only the student's intellect, but his emotions which operate to facilitate or hamper progress.

Reading is a part of the constellation of verbal skills and is related to speaking, writing, and spelling. A deficiency in one area is usually related to deficiencies in all.

Remediation will not achieve the desired results if the teacher regards reading as a separate skill or tries to treat the problem apart from other aspects of personality. Since the retarded reader has not responded to

customary teaching methods, it appears that other methods must be sought.

Smith and Dechant (1961:426), stated that a modern developmental reading program is a remedial program, in that it starts where the child stands and progresses with him. It seeks to satisfy his developed needs and to remedy his inadequacies. Constant diagnosis and constant employment of remedial techniques are essential portions of the program.

Educational growth is rarely a unitary process. The child may "catch-on" quickly to one skill or in some areas of knowledge, but lag in others. Thus, diagnosis and remediation must continually accompany all effective teaching.

C.4 Steps in Remediation

As a first step in remediation we must prepare a plan and generally this plan should be put on paper and referred to frequently as the remediation progresses. All forms of plans must be flexible. We must expect to re-evaluate our diagnosis and re-direct our remediation as needed.

Motivation is important to all reading and especially to remedial reading.

Sister Julitta as cited by Smith and Dechant (1961:427), identifies the elements that make for success in a remedial program. The program must begin with short assignments, inspire confidence, and restore status to the child in the eyes of his peers. It should lead to the setting of definite goals.

Dolch as cited by Smith and Dechant (1961:427), says that for successful remedial reading, we must discover the child's area of confidence--those words of which he is certain, Advancement from this area requires pacing the materials to the interest and ability of the child so that he experiences a series of successes and avoid defects.

C.5 Approaches/Methods in Remediation

The reading teacher needs to familiarize himself with a variety of remedial methods. No one is effective in all cases. One which is valuable for work with several retarded readers is the Fernald Kinesthetic methods. The step in her method vary from word tracing to word analysis and are determined somewhat by

the ability and progress of the child.

Numerous writers have advocated phonetic methods both for remedial work and as a general portion of the developmental program.

Monroe (1932:428), as cited by Smith and Dechant evolved a phonetic approach using considerable repetition and drill. A basic emphasis was on the development of auditory discrimination. After a few of these phonetic elements are known, blending is begun. Gradually, the child is initiated into the reading of especially written stories. Tracing is used in this method as the need arises, but the child uses a pencil rather than the forefinger for tracing. Monroe reports that this is highly successful with serious reading disability cases.

Bond and Tinker (1975:144), hold the view that effective remedial instruction depends upon the kind of remedial teachers. The teacher must be familiar with the principles and practices underlying such reading instruction. Above all, he must be versatile in adopting materials and techniques to specific needs of particular care and must

apply them with considerable patience, sympathy and understanding. A successful remedial work can be achieved only when the teacher possesses the right attitudes and interest towards this work.

Barbe (1965:317), supported the statement when he stressed that the reading program is not the important factor but those putting the program into practice--the teachers are the determining factors. In keeping with this principle, teachers who are implementors should be guided by the following decisions:

1. The teacher must decide whether the pupil is actually retarded rather than a child of low ability.

2. He must decide what type of teaching is needed.

3. He must determine whether the needed remedial work can best be done in the classroom or in separate facilities, whether individually or in a subgroup.

4. He must determine the most effective methods and materials that can be used.

5. He must be alert to and be able to

decide how to make adjustments for the child's special interests.

The teacher play a paramount role in the education process. The teacher is the leader and guide in the learning process and in the well-rounded development of the children and youth.

Hence, these studies/literature reviewed are related to the present study for they give and introduce principles and practices that would strengthen the teachers' teaching competencies especially on dealing with the retarded ones.

Chapter 3

METHODOLOGY OF THE STUDY

This chapter presents the research method or the design, procedures used, the sources of data, the sampling and the sampling techniques, methods of gathering data and description of data gathering instruments and the statistical tests used in the treatment of the data.

Research Methods Used/Research Design

This study on the achievement of retarded grade VI pupils under a reading remediation program employed the experimental method of research using the Pretest-Posttest-Control Group Design.

Below is a paradigm, in which R is the randomization process that was common to both groups. O_1 and O_2 were the two evaluations of the experimental group before and after its exposure to the experiment (X). O_3 and O_4 were evaluations of the Control Group before and after the experiment.

R	O_1	X	O_2
R	O_3		O_4

Sources of Data/The Sampling and the Sampling Techniques

The primary source of data were composed of 30 grade six retarded pupils of Mercedes Elementary School, District of Catbalogan II, school year 1988-1989. These subjects were carefully chosen through the use of Gray test, Gates test, Otis-Lennon School Ability test, and past academic rating in Science and Meth.

Gray test was administered to detect the oral reading weaknesses and strength and to evaluate oral reading accuracy and rate and to define the subjects oral reading capacity level. Gates test was administered to assess the comprehension and vocabulary reading capacity level and speed and accuracy level of the same subjects. Otis-Lennon School Ability Test (O-LSAT) was given to get their learning capacities as guide in the choice of subjects with the idea that only those pupils who could be helped or who have the potential for reading improvement should be the priority for remedial training. Their past achievement ratings in Science and Math were examined closely, to find out if they have better grades for these subjects in order to further check on their learning potential, since these subjects require much careful deliberate reading for

meaning, and since the remedial class can only accommodate 30 of those identified reading retardates; hence, only 30 of the highest potential to learn were identified.

Procedures/Methods of Gathering Data and Description of Data Gathering Instruments Used

A. Instrumentation/Instruments

1. Gray Standardized Oral Reading Test - detects the oral reading weaknesses and strength and evaluates oral reading accuracy and rate and defines the subjects' oral reading capacity level.
2. Gates Standardized Reading Test - was used to assess the comprehension, vocabulary reading capacity, speed and accuracy level of the subjects.
3. Remedial Reading Program - is an organized instructional program based on comprehensive diagnosis and designed to correct or eliminate factors contributing to inadequate or faulty reading development and to increase efficiency and accuracy in reading.

B. Procedures of Gathering Data

The method of gathering data employed by the researcher was through the use of Gates Standardized Reading Test. This was administered to 142 Grade VI pupils. This served as the pretest. Those found performing below the expected reading performance of an average Grade VI pupil were separated. Gray Oral Reading Test was also administered to these pupils to complete their reading assessment. Reading retarded pupils were identified and paired according to reading capacity level to serve as source for the final selection of subjects. They were grouped into two by matching them according to grading capacity as revealed by the Gates test and Gray Oral Reading Test. Since only 30 pupils can be accommodated as the study samples, the qualified candidates were paired by capacity level. All other conditions were kept the same for the two groups, except for the experimental group which was exposed to the reading remediation program for

stipulated times or at specified times, after school or regular class hours. Below is the program employed as treatment for the experimental group.

A REMEDIAL READING PROGRAM

Program Description

The program was basically remedial with up to fifteen pupils in the group. The remedial instruction was conducted daily for three months covering the period from August to October 1988. The class period for the experimental class was sixty minutes in length.

Objectives

The major goal of the program was to provide specific instruction in reading for those pupils who have not learned to read well and yet have the ability or capacity to perform at higher levels of reading competency.

The specific objective was to raise the reading level of pupils who were under the Experimental Group through a remediation program and to further develop the different reading skills wherein these pupils were found deficient as follows:

Reading Skills Developed	Time Frame	Persons Involved	Methods/ Techniques Measures Used
A. Word Attack Skills/ Word Recognition Skills			
1. Using contextual clues	8-2 & 3-88	Experimental class	Analytic Method
2. Perceiving relationship between words	8-4 & 5-88	Experimental class	Eclectic-Analytic Synthetic Method
3. Structural Analysis clues			
a. inflectional	8-8 & 9-88	Experimental class	Synthetic Method
b. words ending in ing	8-10 & 11-88	Experimental	Synthetic Method
c. doubling the consonant before adding ing	8-12	Experimental class	Synthetic Method
d. compound words	8-16 & 17	Experimental class	Matching exercise/ analytic

Reading Skills Developed	Time Frame	Persons Involved	Methods/ Techniques Measures Used
e. prefixes	8-18-88	Experi-mental class	Multiple approach to word analysis
f. suffixes	8-19-88	Experi-mental class	Multiple approach to word analysis
g. apostrophe s	8-29-88	Experi-mental class	Multiple approach to word analysis
h. past tense	8-30-88	Experi-mental class	Multiple approach to word analysis
i. plural with es	8-31-88	Experi-mental class	Multiple approach to word analysis
j. contractions	9-1-88	Experi-mental class	Use of Dictionary
B. Vocabulary Skills			
1. noting synonyms	9-2, 5 & 6-88	Experi-mental class	Dictionary studies

Reading Skills Developed	Time Frame	Persons Involved	Methods/ Techniques Measures Used
2. noting antonyms	9-7 & 8-88	Experi-mental class	Dictionary studies
3. noting homonyms	9-9 & 1 12-88	Experi-mental class	Dictionary studies
4. syllabication	9-13 & 14-88	Experi-mental class	Dictionary studies
5. finding for meaning	9-15 & 16-88	Experi-mental class	Direct experience approach
6. finding a better word	9-26 & 27-88	Experi-mental class	Direct experience approach
7. word derivation	9-28 & 30-88	Experi-mental class	Dictionary studies
C. Comprehension Skills			
1. getting the main idea/getting the general sign-ificance	10-3 & 4-88	Experi-mental class	Story method
2. identify irre-levant sentences in a paragraph/ story	10-5 & 6-88	Experi-mental class	Story method

Reading Skills Developed	Time Frame	Persons Involved	Methods/ Techniques Measures Used
3. noting details in paragraph or story	10-7, 10 & 11-88	Experi-mental class	Story method
4. choose the appropriate title to a selection	10-12 & 13-88	Experi-mental class	Eclectic-Analytic Synthetic method
5. distinguishing between true and make-believe statements	10-14-88	Experi-mental class	Story method
6. recognizing the correct sequence of events	10-17 & 18-88	Experi-mental class	Story method
7. following directions	10-19 & 20-88	Experi-mental	Role play
8. reading direct-ions on maps	10-20 &	Experi-mental class	Direct experience approach

Reading Skills Developed	Time Frame	Persons Involved	Methods/ Techniques Measures Used
C. Writing Skills			
1. organizing paragraph according to cause-effect basis	10-25 & 26-88	Experi-mental class	Story method
2. summarizing what is read	10-27 & 28-88	Experi-mental class	Story method

After the experiment, posttest was conducted to each group and the mean scores for each group were computed. The difference between T_1 and T_2 mean scores for each group was computed to get DE and DC. This was to determine whether the application of the reading remediation program caused a significant change in the experimental group score and if there too was a significant gain with the control group mean score after their three months sessions. DC and DE was computed to ascertain whether the difference in the scores was sufficiently great to be of real difference, at a confidence level of .05, or whether it was only a chance occurrence.

The procedures from 4 to 6 could be depicted as follows:

Pretest	Treatment	Posttest
(R) Experimental Group T_{1_E}	X	T_{2_E}
(R) Control Group T_{1_C}		T_{2_C}

Experimental Group $T_{2_E} - T_{1_E} = DE$ (Difference between pretest and posttest mean scores)

Control Group $T_{2_C} - T_{1_C} = DC$ (Difference between pretest and posttest mean scores)

DE and DC means score difference was interpreted to determine whether the application of X (remediation program)caused a significant change in the experimental group's scores as compared with the control group's scores.

Lesson Plans for every session were written, a sample of which is included in the appendix.

The program was evaluated through formative tests or teacher-made tests given from time to time to provide feedback on day to day achievement and finally through

standardized test to facilitate comparison and to note improvement on the reading skills of subjects in the experimental group and control group. The teaching materials used in the experiment were: English for Living and Learning (PRODED Series), English Book for Daily Use by W. Paras-Rodriguez and P. Zapata, Beyond Philippine Shores by A.J. Gil and N.B. Cay. A Teaching Guide for Developmental Reading was also used since it consists of high interest short stories and activities which provide exercises in basic reading skills. Other books at various reading levels of difficulty were provided for enrichment.

After the pretest the results were computed to identify those who should belong to the remediation class, of which examples of the process of analysis and selection are as follows:

Pupil A for example, got very similar reading grade in the three tests. The differences between them were too small to be significant. His reading abilities (oral and written) have developed very uniformly but his average reading grade of 2.6 is very much below the median of the norm population of grade 6.0 reading capacity level. However, this is a culture bound standardized test, hence, for Filipino readers like the

subjects in this study, the interpretation of the standardized test was set back by this researcher two levels below the grade given in the standardized table. In this case the reading grade of pupil A was 4.6 and this was a grade and a half below the norm.

In the otherhand, pupil D showed a similarly even profile, but all reading grades were approximately a grade below the norm for grade 6.0.

Pupil M in contrary to the other pupils was relatively a fast reader. Her grade score on the number of passages read correctly exceeds her reading vocabulary and level of comprehension. She had the ability of a grade 6.0 pupil in reading rate, but she was two years below the "power test", namely vocabulary and level of comprehension. Note that the average of the three tests was a reading grade of 3.4 which was a grade below her actual grade position and the expected performance of an average grade VI. This pupil qualified as candidate for a remediation class, to improve her ability to comprehend relatively difficult materials and also promote the enlargement of vocabulary and word attack skills.

The other pupils assigned to both EG and CG were selected through a similar analysis and inter-

pretations as to the aforementioned interpretation of the mentioned examples above.

Summarizing all of the reading grades of pupils selected for the EG and CG, it could be explained that the whole grade VI population of Mercedes Elementary School, Catbalogan, Samar were tested and those found to demonstrate reading capacity level below an average grade VI pupil were considered retarded (in reading skills performance) and therefore candidates for the study. However, to narrow down to 30 subjects that is 15 for the EG and 15 for the CG, those retarded children were paired under the following consideration: result of Otis-Lennon School Ability Test, Gray Test, Gates Test and actual Science and Mathematics grades. The 30 subjects (15 approximately equal pairs) were selected in random, from those other paired candidates.

This EG were treated to a scientific remediation approach and the CG to the routine classroom activities.

After the experiment, posttest was administered using Gray test and Gates test to assess reading achievement of the subjects under the experimental group and the control group.

Statistical Tests Used

The statistical measures used in this study were the percentage, the mean and the t-test of significance. The researcher used the t-test for Non-independent Samples because the subjects were formed by some type of matching and this was used to test the hypotheses one and two:

1. that there is no significant difference between the pretest and the posttest mean score of the Experimental Group and that of the Control Group.

2. that there is no significant difference between the posttest mean scores of the EG and that of the CG.

The alpha level of significance used to determine whether the hypotheses are accepted or rejected was .05 level at 14 degrees of freedom (See Appendix p. 12).

The formula used for t-test for non-independent samples was that of Gay (1976) and is shown below.

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

Where:

$\bar{D}$ = mean difference

D = Difference between the matched pairs

Σ = summation

N = number of cases/samples in each group

Chapter 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the data obtained as a result of the study on the "Achievement of Retarded Grade Six Pupils Under a Reading Remediation Program", during the school year 1988-1989. The data were tabulated for easy means of analysis and interpretation in accordance with the most appropriate measures.

The data presented in this chapter specifically answer the following questions posed in Chapter 1:

1. What percent of the Grade Six children in Mercedes Elementary School are retarded?

2. What are the pretest and posttest mean scores of both the EG and CG?

3. Is there a significant difference between the pretest and the posttest mean scores of the Experimental Group?

4. Is there a significant difference between the pretest and the posttest mean scores of the Control Group?

5. Is there a significant difference between the posttest mean scores of the Experimental Group and that of the Control Group?

Tables were made, to record and show the reading progress of the subjects, comparisons established,

and statistical computations applied to explain the results of this study.

Table 1 shows the pretest result showing the percentage of retarded pupils out of the 142 Grade Six population. Out of this number, 36 pupils or 25 percent were determined retarded as revealed by the Gates test.

Table 1. Pretest Result-Showing the Percentage of Retarded Pupils Out of the 142 Grade Six Population

Subject	O-L Raw Score	O-L SAIs	Performance by Grade		Verbal Description	Gates Test Raw Score	Identified Retarded Pupils (/)	
			% Ranks	Stanine				
1	47	96	74	6	average	51		
2	49	101	78	6	average	52		
3	42	91	64	6	average	36	/	S
4	49	101	78	6	average	52		
5	44	96	68	6	average	37	/	S
6	51	101	82	7	average	53		
7	50	100	80	6	average	53		
8	44	96	68	6	average	38	/	S
9	48	100	76	6	average	48	/	S
10	47	96	74	6	average	57		
11	55	105	90	7	average	65		
12	46	98	72	6	average	54		

Table 1 (Continued)

Subject	O-I Raw Score	O-I SAIs	Performance by Grade % Ranks	Performance by Grade Stanine	Verbal Description	Gates Test Raw Score	Identified Retarded Pupils (/)	
13	46	98	72	6	average	39	/	S
14	47	96	74	6	average	55		
15	54	104	88	7	average	64		
16	46	98	72	6	average	56		
17	47	96	74	6	average	44	/	S
18	50	100	80	6	average	57		
19	44	96	68	6	average	37	/	S
20	39	89	58	5	average	34	/	S
21	45	94	70	6	average	58		
22	46	98	72	6	average	51		
23	47	96	74	6	average	59		
24	46	98	72	6	average	59		
25	43	93	66	6	average	40	/	S
26	52	102	84	7	average	62		
27	48	100	76	6	average	56		
28	45	94	70	6	average	37	/	S
29	49	101	78	6	average	60		
30	50	100	80	6	average	61		
31	43	93	66	6	average	36	/	S
32	48	100	76	7	average	53		
33	51	101	82	7	average	61		

Table 1 (Continued)

Subject	O-I Raw Score	O-I SAIs	Performance by Grade: % Ranks	Performance by Grade: Stanine	Verbal Description	Gates Test Raw Score	Identified Retarded Pupils (/)	
34	44	96	68	6	average	46	/	S
35	48	100	76	6	average	52		
36	53	101	86	7	average	63		
37	42	92	64	6	average	43	/	S
38	54	104	88	7	average	64		
39	47	96	74	6	average	52		
40	49	101	78	6	average	60		
41	46	98	72	6	average	53		
42	44	96	68	6	average	43	/	S
43	50	100	80	6	average	60		
44	51	101	82	7	average	62		
45	47	96	74	6	averagd	54		
46	40	92	60	5	average	35	/	S
47	53	101	86	7	average	63		
48	51	101	82	7	average	61		
49	54	104	88	7	average	63		
50	45	94	70	6	average	45	/	S
51	52	102	84	7	average	62		
52	47	96	74	6	average	59		
53	36	85	51	5	below average	31	/	

Table 1 (Continued)

Subject	O-I Raw Score	O-L SAIs	Performance by Grade: % Ranks	Performance by Grade: Stanine	Verbal Dexcription	Gates Test Raw Score	Identified Retarded Pupils (/)	
54	46	98	72	6	average	49	/	S
55	45	94	70	6	average	58		
56	44	96	68	6	average	58		
57	50	100	80	6	average	61		
58	44	96	68	6	average	54		
59	45	94	70	6	average	57		
60	43	93	66	6	average	51		
61	45	94	70	6	average	59		
62	37	85	53	5	below average	31	/	
63	45	94	70	6	average	53		
64	48	100	76	6	average	54		
65	39	89	58	5	average	34	/	S
66	49	101	78	6	average	52		
67	96	96	74	6	average	51		
68	45	94	70	6	average	59		
69	44	96	68	6	average	56		
70	43	93	66	6	average	38	/	S
71	40	92	60	5	average	54		
72	41	90	62	6	average	52		
73	44	96	68	6	average	51		

Table 1 (Continued)

Subject	O-I Raw Score	O-I SAIs	Performance by Grade % Ranks	Performance by Grade Stanine	Verbal Description	Gates Test Raw Score	Identified Retarded Pupils (/)	
74	41	90	62	6	average	36	/	S
75	42	91	64	6	average	51		
76	45	94	70	6	average	56		
77	44	96	68	6	average	58		
78	50	100	80	6	average	60		
79	46	98	72	6	average	59		
80	49	101	78	6	average	61		
81	48	100	76	6	average	41	/	S
82	47	96	74	6	average	55		
83	45	94	70	6	average	58		
84	49	101	78	6	average	61		
85	44	96	68	6	average	52		
86	44	96	68	6	average	56		
87	45	94	70	6	average	57		
88	46	98	72	6	average	53		
89	44	96	68	6	average	58		
90	45	94	70	6	average	60		
91	47	96	74	6	average	52		
92	38	87	56	5	below average	31	/	
93	45	94	70	6	average	44	/	S

Table 1 (Continued)

Subject	O-I Raw Score	O-L SAIs	Performance by Grade % Ranks	Performance by Grade Stanine	Verbal Description	Gates Test Raw Score	Identified Retarded Pupils (/)	
94	47	96	74	6	average	56		
95	47	96	74	6	average	59		
96	48	100	76	6	average	53		
97	46	98	72	6	average	52		
98	48	100	76	6	average	51		
99	47	96	74	6	average	57		
100	45	94	70	6	average	56		
101	44	96	68	6	average	43	/	S
102	47	96	74	6	average	54		
103	45	94	70	6	average	59		
104	50	100	80	6	average	54		
105	46	98	72	6	average	51		
106	47	96	74	6	average	58		
107	50	100	80	6	average	61		
108	42	91	64	6	average	37	/	S
109	52	102	84	7	average	55		
110	50	100	80	6	average	57		
111	48	100	76	6	average	52		
112	38	87	56	5	below average	31	/	
113	47	96	74	6	average	43	/	S

Table 1 (Continued)

Subject	O-I Raw Score	O-L SAIs	Performance by Grade % Ranks	Performance by Grade Stanine	Verbal Description	Gates Test Raw Score	Identified Retarded Pupils (/)	
114	49	101	78	6	average	51		
115	52	102	84	7	average	58		
116	51	101	82	7	average	56		
117	49	101	78	6	average	53		
118	49	101	78	6	average	52		
119	48	100	76	6	average	60		
120	46	98	72	6	average	51		
121	45	94	70	6	average	54		
122	43	93	66	6	average	54		
123	51	101	82	7	average	60		
124	43	93	66	6	average	37	/	S
125	37	85	53	5	below average	31	/	
126	38	87	56	5	below average	32	/	
127	46	98	72	6	average	53		
128	49	101	78	6	average	58		
129	47	96	74	6	average	55		
130	51	101	82	7	average	60		
131	44	96	68	6	average	38	/	S
132	41	90	62	6	average	51		
133	41	90	62	6	average	53		

Table 1 (Continued)

Subject	O-I Raw Score	O-I SAIs	Performance by Grade % Ranks	Performance by Grade Stanine	Verbal Description	Gates Test Raw Score	Identified Retarded Pupils (/)	
134	43	93	66	6	average	52		
135	46	98	72	6	average	55		
136	45	94	70	6	average	39	/	S
137	41	90	62	6	average	36	/	S
138	43	93	66	6	average	51		
139	44	96	68	6	average	53		
140	41	90	62	6	average	35	/	S
141	52	102	84	7	average	61		
142	48	100	76	6	average	57		
Total No. of Retarded Pupils							36	
Percentage of Retarded Pupils							25%	

These children who received remedial education were distinct from normal readers in that they did not learn as a result of educational procedures that were effective with most children, hence another instruction was given aside from their daily ordinary classes.

It can also be noted from the same table that there were pupils who were identified as retarded but

were not taken in as samples of the study. The reason behind this was, in the first place their performance in the OLSAT was below average. According to Dechant (1969:372) one cannot "remedy" what was always lacking. The other reason was that only 30 pupils can be accommodated as study samples because of the nature of the study which calls for an individualized or case to case approach to instruction, hence the other identified retarded pupils in reading were not included in the experiment.

Table 2. Pretest Mean Scores of the Gates and Gray Tests Experimental Group

Pupil	Gates Raw Score	Gates Reading Grade	Gray Raw Score	Gray Reading Grade
A	36	2.6	8	2.6
B	37	2.8	9	2.8
C	38	2.8	8	2.6
D	48	3.5	13	3.4
E	39	2.9	9	2.8
F	44	3.1	11	3.1
G	37	3.1	12	3.2
H	34	2.5	7	2.4
I	40	2.9	10	2.9
J	37	3.0	11	3.1

Table 2 (Continued)

Pupil	Gates Raw Score	Gates Reading Grade	Gray Raw Score	Gray Reading Grade
K	36	2.7	8	2.6
I	46	3.3	12	3.2
M	43	3.4	13	3.4
N	43	3.2	11	3.1
O	35	2.6	8	2.6
Total Score	593	44.4	150	43.8
Mean Score	39.53	2.96	10	2.92

Table 2 presents the pretest mean scores of the experimental group. As gleaned from the table, it reveals that the total score of the 15 samples under the EG in the Gates test is 593 with a mean score of 39.53. Each raw score for each subject has been computed using the Gates Reading Survey computation: number correct minus one fourth of the number wrong. For one fourth of the number wrong, use the nearest whole number after dividing the number wrong by 4. Then subtract this whole number from the number correct. Reading grade and reading age are based on provided standardized

table for Gates Reading Test. Gray Oral Reading grade is based on Providing standardized table for the purpose which go with this particular test. Each sample has its corresponding equivalent reading grade. As a general evaluation of the pretest result as revealed by the Gates test all the samples under the EG were reading below the reading capacity level of an average grade VI pupil.

From the same table, one can see the Gray total score of 150 and the mean score is 10 during the pretest of the experimental class. The reading grade of each individual is clearly shown in the table under the heading Gray Reading Grade. The same result as the Gates test, all the sample were reading below the reading capacity level of an average grade VI pupil.

Table 3. Pretest Mean Scores of the Gates and Gray Tests (Control Group)

Pupil	Gates Raw Score	Gates Reading Grade	Gray Raw Score	Gray Reading Score
1	45	3.2	12	3.2
2	49	3.6	13	3.4
3	34	2.5	7	2.4
4	36	2.6	8	2.6
5	41	2.9	10	2.9

Table 3 (Continued)

Pupil	Gates Raw Score	Gates Reading Grade	Gray Raw Score	Gray Reading Grade
6	44	3.1	11	3.1
7	43	3.3	12	3.2
8	37	2.8	9	2.8
9	43	3.3	12	3.2
10	37	3.0	11	3.1
11	38	2.8	9	2.8
12	39	2.9	10	2.9
13	36	2.7	8	2.6
14	35	2.6	8	2.6
15	38	3.2	12	3.2
Total Score	595	44.5	152	44
Mean Score	39.67	2.97	10.13	2.93

Table 3 shows the pretest mean score of the Control Group. A cursory glance at the table reveals that the 15 samples have a total score of 595 in the Gates test and a mean score of 39.67. The raw scores of each sample have been computed using the same computation as in the EG. It has been noted that they

came up to a result which is parallel with the EG wherein all samples were reading below the reading capacity level of an average grade VI.

Also shown in this table is the Gray pretest result which has a total score of 152 and a mean score of 10.13. Gray's reading grade result was, all samples were reading below the reading capacity level of an average grade VI pupil.

Table 4 presents the pretest mean scores of the experimental and the control group. As gleaned from the table, it reveals that between the two groups there is a very slight difference in the mean scores in which the control group has a higher mean score of 0.14 in the Gates test and 0.13 in the Gray test than the Experimental Group. Although it appears that way the computed t of 0.078 and 0.175 respectively do not make a significant difference between the two means. The result is not significant at 14 df and at .05 level of significance. Take note at this point that CG has a higher mean score of .14 in Gates and .13 in Gray tests in comparison with the EG though the difference is insignificant.

Table 5 shows the posttest mean scores of the Gates and Gray tests of the Experimental Group. The total score of the pupils in the Gates test is 864 with

Table 4. Pretest Mean Scores of the Experimental Group and the Control Group

	Gates Mean Score	Gray Mean Score	Computed t		Description
			Gates	Gray	
Experimental Group	39.53	10	0.078	0.175	not significant
Control Group	39.67	10.13			
Difference between mean scores	0.14	0.13			

Table 5. Posttest Mean Scores of the Gates and Gray Test (Experimental Group)

Pupil	Gates Raw Score	Gates Reading Grade	Gray Raw Score	Gray Reading Grade
A	55	4.1	17	4.0
B	53	3.9	16	3.9
C	59	4.4	19	4.4
D	63	4.6	20	4.5
E	57	4.3	18	4.2
F	60	4.5	20	4.5
G	61	4.5	19	4.4
H	55	4.1	17	4.0
I	55	4.1	17	4.0
J	60	4.4	19	4.4
K	53	3.9	16	3.9
L	62	4.7	21	2.7

Table 5 (Continued)

Pupil	Gates Raw Score	Gates Reading Grade	Gray Raw Score	Gray Reading Grade
M	58	4.3	18	4.2
N	58	4.4	19	4.4
O	55	4.1	17	4.0
Total Score	864	64.3	273	63.5
Mean Score	57.6	4.3	18.2	4.2

a mean score of 57.6. In the Gray test the total score is 273 with a mean score of 18.2. The test results were computed and progress was noted. The reading grades of the pupils can also be seen in the table. It can be noted that most of the pupils have a reading grade of an average grade VI pupil.

Table 6 reveals the posttest mean scores of the Gates and Gray tests of the Control Group. Gates test result of the control group got a total score of 628 and with a mean score of 41.87. Gray test result has a total score of 159 and a mean score of 10.6. The raw scores of each pupils has been computed and a slight progress was noted.

Table 6. Posttest Mean Scores of the Gates and Gray Test (Control Group)

Pupil	Gates Raw Score	Gates Reading Grade	Gray Raw Score	Gray Reading Grade
1	47	3.3	13	3.4
2	54	4.0	13	3.4
3	37	2.7	7	2.4
4	38	2.7	8	2.6
5	44	3.1	10	2.9
6	45	3.2	12	3.2
7	44	3.4	12	3.2
8	40	2.9	10	2.9
9	45	3.4	12	3.2
10	40	3.1	12	3.2
11	40	2.9	10	2.9
12	41	3.0	10	2.9
13	37	2.7	9	2.8
14	36	2.7	8	2.6
15	40	3.2	13	3.4
Total Score	628	46.3	159	45.
Mean Score	41.87	3.1	10.6	3

Table 7 shows the pre-test and posttest mean scores of the expdrimental group. A cursory glance at the table shows a great difference between the pretest and the posttest mean scores of the experimental group. The mean difference of 18.07 in the Gates test and 8.2

Table 7. Pretest a d Posttest Mean Scores of the Experimental Group

	Gates Pretest Mean Score	Gray Pretest Mean Score	Gates Posttest Mean Score	Gray Posttest Mean Score	Gates Mean Difference	Gray Mean Difference	Gates Computed t	Gray Computed t	Description
Experimental Group	39.53	10	57.6	18.2	18.07	8.2	22.59	21.58	Significant

Table 8. Pretest and Posttest Mean Scores of the Control Group

	Gates Pretest Mean Score	Gray Pretest Mean Score	Gates Posttest Mean Score	Gray Posttest Mean Score	Gates Mean Difference	Gray Mean Difference	Gates Computed t	Gray Computed t	Description
Control Group	36.67	10.13	41.87	10.6	2.2	0.47	7.86	3.53	Significant

in the Gray test has brought a significant difference between the pretest and the posttest mean scores of the experimental group. The computed t of 22.59 in the Gates test and 21.58 in the Gray test are much greater than the value of the critical t which is 2.1 at .05 level of significance and 14 df, so the first null hypothesis that states, "There is no significant difference between the pretest and posttest mean scores of the EG and the CG" is rejected.

Per statistical analysis made on Table 7, this clearly indicates that the application of the scientific remedial treatment or with the use of varied techniques under a remediation program the pupils develop reading skills at a fast rate and significant difference.

Table 8 shows the pretest and posttest mean scores of the control group. The posttest mean score of the Gates test is 41.87 and the pretest mean score is 39.67 with a difference of 2.2. The posttest mean score of the Gray test is 10.6 and the pretest mean score is 10.13 with a difference of 0.47. The computed t is 7.86 for Gates test and 3.53 for Gray test, which at any rate brought the CG to a significant difference between its pretest and posttest mean scores.

This means that the Control Group also progress-

ed in a significant difference. There is therefore a significant difference in reading achievement to both samples although they vary in the degree of achievement.

Table 9 reveals the results of the posttest mean scores of the Experimental and that of the Control Group. The posttest mean score of the EG in the Gates test is 57.6 while the posttest mean score of the CG is 41.87. In the Gray test the posttest mean score of the EG is 18.2 while the CG is 10.6.

Table 9. Posttest Mean Scores of the EG and the CG

	Gates Post-Mean Score	Gray Post-Mean Score	Gates Computed t	Gray Computed t	Description
Experimental Group	57.6	18.2	9.09	10	significant
Control Group	41.87	10.6			
Difference between mean scores	15.73	7.6			

As shown in this table, there is a significant difference between the posttest mean scores of the EG and that of the CG. In as much as the absolute computed

t value of 9.09 in the Gates test and 10 in the Gray Test are higher or greater than the t required for rejection of the null hypothesis that state: "there is no significant difference between the posttest mean scores of the EG and that of the CG", the null hypothesis therefore, is rejected.

This means that the reading remediation program that was applied in three months time has a very significant effect on the achievement of the Grade Six reading retarded pupils in the experimental group, as compared with the reading achievement of the reading retarded Grade Six Pupils in the control group.

It cannot be denied that a difference of 15.73 mean score between groups, with a computed t of 9.09 and 10 are very significant; hence such difference is attributed to the treatment of a remedial program to the experimental group.

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This study was conducted to determine the achievement of retarded grade six pupils under a reading remediation program. Specifically, it seeks to answer the following questions:

1. What percent of the grade six children in Mercedes Elementary School are retarded?

2. What are the pretest and posttest mean scores of the EG and CG?

3. Is there a significant difference between the pretest and the posttest mean scores of the Experimental Group?

4. Is there a singificant difference between the pretest and the posttest mean scores of the Control Group?

5. Is there a significant difference between the posttest mean scores of the Experimental Group and that of the Control Group?

The study employed the experimental method of research using the Pretest-Posttest Control Group Design with 30 Grade Six pupils of Mercedes Elementary School, District of Catbalogan II as subjects. These pupils were divided into two groups with 15 pupils to a

group, after matching pairs according to their reading capacity as revealed by the standardized tests used as the instrument in the study. They were randomly assigned, one of each pair to the EG and the other to the CG keeping all conditions the same for the group, except for exposing the experimental but not the control group to the remedial reading program for a stipulated time.

This study is of great importance especially to the persons in the field of teaching for this first and foremost convince and encourage teachers to venture into reading remediation as a solution to reduce reading retardation. To the school administrators, this will help them plan program of activities geared towards competencies in developing reading skills among pupils, especially those reading retardates.

To give more substance to this study, the researcher reviewed master's theses, books,and other unpublished works and reading materials to gather information relevant to the study.

The data gathered were carefully recorded, tabulated and statistically treated, using the most appropriate statistical measures such as the percentage, mean and the t-test for nonindependent samples at .05

level of significance and 14 degrees of freedom.

Findings

1. Based on the tables and statistical data presented, it has been established in this study that 25 percent of the total population of Mercedes Elementary School Grade Six Pupils were retarded in reading performance.

2. That a slight difference or an almost equal reading skill performance between the experimental group and control group before the start of the experimental study as shown in table 4 was greatly changed and affected after a three-month reading remediation treatment of the experimental group and a three-month ordinary and routinary classroom activities with the control group, as shown in table 7.

3. That the ordinary and routinary classroom activities improved reading performance of pupils in the control group, but the application of a scientific remedial reading program was significantly more effective and has improved reading performance of the experimental group a lot faster and richer in comparison with the achievement of the control group as shown in table 9, with 9.09 computed significance.

Conclusions

In the light of the findings just presented the following conclusions are drawn:

1. A reading remediation program can bring about a significant improvement in the level of performance/achievement of pupils particularly those retarded in reading skills.

2. A reading remediation program is an effective, faster and richer means and solution to reduce reading retardation.

Recommendations

Based on the foregoing conclusions, the following recommendations are made:

1. Any teacher assigned to conduct a remedial instruction should plan/make a reading remediation program based on identified weaknesses of the retarded, and such program should serve as guide in the choice of teaching materials and listing of learning tasks.

2. The program should be handled with sincere and genuine concern for the pupils' welfare.

3. The three month time period be extended to a longer period of time to give pupils more experiences and knowledge and to have a laudable effect of the program.

4. For better handling of remediation program, the school need to have a faculty development plan focused on training for reading teachers.

5. For further research the following problems are hereby recommended:

a. A Proposed Model for Remediation for the Intermediate Grades.

b. Reading Problems Among Grade VI School Children as Perceived by Teacher, Pupils and By Themselves.

c. A Comparative Study of the Reading Achievement of Grade Six Boys and Girls in Selected School of Catbalogan II District.

B I B L I O G R A P H Y

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A P P E N D I C E S

APPENDIX A

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

May 19, 1986

The Dean of Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar
(Through Channels)

S i r :

In my desire to start writing my thesis proposal, I have the honor to submit for your approval one of the following research problems, preferably problem no. 1:

1. ACHIEVEMENT OF RETARDED GRADE SIX PUPILS UNDER A READING REMEDIATION PROGRAM

2. CORRELATION BETWEEN PUPILS' PERCEIVED AND ACTUAL LEARNING DIFFICULTIES IN READING VI

3. READING INTERESTS OF INTERMEDIATE PUPILS OF CATBALOGAN II DISTRICT

I hope for your early and favorable action on this matter.

Very truly yours,

(SGD.) ALICE N. RODRIGUEZ
Researcher

Recommending Approval:

(SGD.) ALEJANDRO E. CANANUA
Head, Research Development and
Publication

APPROVED:

(SGD.) DOMINADOR Q. CABANGANAN, Ed.D.
Dean, Graduate Studies

APPENDIX B

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

GRADUATE SCHOOL

APPLICATION FOR ASSIGNMENT OF ADVISER

Name: RODRIGUEZ (Family Name) ALICE (First Name) NOROMBABA (Middle Name)

Candidate for Degree in Master of Arts

Area of Specialization Reading

Title of Proposed Thesis ACHIEVEMENT OF RETARDED GRADE SIX PUPILS UNDER A READING REMEDIATION PROGRAM

Name of Requested Adviser TERESITA TY-NEYPES, MAT-Reading

Approval of Adviser (SGD.) TERESITA TY-NEYPES

Disapproval _____
Signature

Approved:

(SGD.) DOMINADOR Q. CABANGANAN, Ed.D.
Dean, Graduate Studies

APPENDIX C

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

February 3, 1988

The Dean of Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

S i r :

I have the honor to request that I be scheduled for a pre-oral defense of my thesis proposal entitled "ACHIEVEMENT OF RETARDED GRADE SIX PUPILS UNDER A READING REMEDIATION PROGRAM" on the 18th of February 1988, at 10:00 A.M.

I hope for your immediate and favorable action on this matter.

Very truly yours,

(SGD.) ALICE N. RODRIGUEZ

Noted:

(SGD.) TERESITA T. NEYPES
Adviser

APPROVED:

(SGD.) DOMINADOR Q. CABANGANAN, Ed.D.
Dean, Graduate Studies

APPENDIX D

June 27, 1988

The District Supervisor
District of Catbalogan II
Through the Principal
Mercedes Elementary School
Catbalogan, Samar

Madame:

I have the honor to request permission to utilize the Grade VI pupils of Mercedes Elementary School as the subjects of my study entitled "ACHIEVEMENT OF RETARDED GRADE SIX PUPILS UNDER A READING REMEDIATION PROGRAM".

It is hope that this request will merit your early and favorable action.

Very truly yours,

(SGD. ALICE N. RODRIGUEZ
Researcher

Recommending Approval:

(SGD.) ERNESTO B. GABITANAN
Principal

APPROVED:

(SGD.) LUZ O. LETABA
District Supervisor

APPENDIX E

SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

June 13, 1989

The Dean of Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

S i r :

I have the honor to request that I be scheduled on August 1, 1989 to defend my thesis entitled "ACHIEVEMENT OF RETARDED GRADE SIX PUPILS UNDER A READING REMEDIATION PROGRAM".

In this connection, I am submitting herewith six copies of my thesis for distribution to my adviser, the Chairman and the members of the panel of examiners.

I hope for your early favorable action on this request.

Very truly yours,

(SGD.) ALICE N. RODRIGUEZ
Researcher

Recommending Approval:

(SGD.) TERESITA T. NEYPES
Adviser

APPROVED:

(SGD.) SENECIO D. AYONG, DPA/Ed.D.
Dean of Graduate Studies

APPENDIX F

(Gates) Pretest Scores of the EG and the CG

Ho: There is no significant difference between the pretest mean scores of the EG and that of the CG.

H1 = There is a significant difference between the pretest mean scores of the EG and that of the CG.

X_1	X_2	D	D^2
36	45	9	81
37	49	12	144
38	34	-4	16
48	36	-12	144
39	41	2	4
44	44	0	0
37	43	6	36
34	37	3	9
40	43	3	9
37	37	0	0
36	38	2	4
46	39	-7	49
43	36	-7	49
43	35	-8	64
35	38	3	9
		$\Sigma D=2$	$\Sigma D^2=618$

$$\bar{D} = \frac{\Sigma D}{N}$$

$$= \frac{2}{15}$$

$$= 0.133$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\Sigma D^2 - \frac{\Sigma D^2}{N}}{N\,(N-1)}}}$$

$$= \frac{0.133}{\sqrt{\frac{618 - \frac{2^2}{15}}{15\,(15-1)}}}$$

$$= \frac{0.133}{\sqrt{\frac{618 - \frac{4}{15}}{15\,(14)}}}$$

$$= \frac{0.133}{\sqrt{\frac{618 - 0.267}{210}}}$$

$$= \frac{0.133}{\sqrt{\frac{6.18.733}{210}}}$$

$$t = \frac{0.133}{\sqrt{2.94}}$$

$$= \frac{0.133}{1.71}$$

$$t = 0.078$$

df = N - 1

cr = 2.14

df = 14

p = .05

Decision: Accept the Ho

Since the computed t value of 0.078 is much lesser than the tabular t value, the difference is not significant at .05 level. Therefore, the hypothesis is accepted.

APPENDIX G

(GRAY) PRETEST SCORES OF THE EG AND THE CG

X_1	X_2	D	D^2
8	12	+4	16
9	13	+4	16
8	7	-1	1
13	8	-5	25
9	10	+1	1
11	11	0	0
12	12	0	0
7	9	+2	4
10	12	+2	4
11	11	0	0
8	9	+1	1
12	10	-2	4
13	8	-5	25
11	8	-3	9
8	12	+4	16
		$\Sigma D = +2$	$\Sigma D^2 = 122$

$$\overline{D} = \frac{\Sigma D}{N}$$

$$= \frac{+2}{15}$$

$$= 0.133$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}}$$

$$= \frac{0.133}{\sqrt{\frac{122 - \frac{(+2)^2}{15}}{15(15-1)}}}$$

$$= \frac{0.133}{\sqrt{\frac{122 - \frac{4}{15}}{15(14)}}}$$

$$= \frac{0.133}{\sqrt{\frac{122 - 0.267}{210}}}$$

$$= \frac{0.133}{\sqrt{\frac{121.733}{210}}}$$

$$= \frac{0.133}{\sqrt{0.58}}$$

$$= \frac{0.133}{0.76}$$

$t = 0.175$ $\quad$ cr = 2.14

df = 14

p = .05

Decision: Accept the Ho

APPENDIX H

(GATES) PRETEST AND POSTTEST MEAN SCORES OF THE CG

Ho = There is no significant difference between the rretest and the posttest mean scores of the EG and that of the CG.

T_1 (Pre)	T_2 (Post)	D	D^2
45	47	2	4
49	54	5	25
34	37	3	9
36	38	2	4
41	44	3	9
44	45	1	1
43	44	1	1
37	40	3	9
43	45	2	4
37	40	3	9
38	40	2	4
39	41	2	4
36	37	1	1
35	36	1	1
38	40	2	4
		$\Sigma D = 33$	$\Sigma D^2 = 89$

$$\overline{D} = \frac{\Sigma D}{N}$$

$$= \frac{33}{15}$$

$$\overline{D} = 2.2$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$= \frac{2.2}{\sqrt{\frac{89 - \frac{(33)^2}{15}}{15(15-1)}}}$$

$$= \frac{2.2}{\sqrt{\frac{89 - \frac{1089}{15}}{15(15-1)}}}$$

$$= \frac{2.2}{\sqrt{\frac{89 - 72.6}{15(14)}}}$$

$$= \frac{2.2}{\sqrt{\frac{16.4}{210}}}$$

$$= \frac{2.2}{\sqrt{0.08}}$$

$$= \frac{2.2}{0.28}$$

$$t = 7.86$$

df = N-1 (the no. of pairs minus one)

Tabular value of t at 14 degree of freedom is 2.14 at .05 level of significance.

Since the computed t value of 7.86 is more than the tabular t value, the difference is significant at .05 level. Therefore, the hypothesis is rejected.

APPENDIX J

(GRAY) PRETEST AND POSTTEST MEAN SCORE OF THE CG

Pre	Post	D	D^2
12	13	1	1
13	13	0	0
7	7	0	0
8	8	0	0
10	10	0	0
11	12	1	1
12	12	0	0
9	10	1	1
12	12	0	0
11	12	1	1
9	10	1	1
10	10	0	0
8	9	1	1
8	8	1	1
12	13	1	1
		$\Sigma D = 7$	$\Sigma D^2 = 7$

$$\overline{D} = \frac{\Sigma D}{N}$$

$$= \frac{7}{15}$$

$$= 0.47$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N\,(N-1)}}}$$

$$= \frac{0.47}{\sqrt{\frac{7 - \frac{(7)^2}{15}}{15\,(15-1)}}}$$

$$= \frac{0.47}{\sqrt{\frac{7 - \frac{49}{15}}{15\,(14)}}}$$

$$= \frac{0.47}{\sqrt{\frac{7 - 3.27}{210}}}$$

$$= \frac{0.47}{\sqrt{\frac{3.73}{210}}}$$

$$= \frac{0.47}{\sqrt{0.018}}$$

$$= \frac{0.47}{0.134}$$

$$t = 3.51$$

cr = 2.14

df = 14

p = .05

Decision: Reject the Ho

APPENDIX K

(GATES) PRETEST AND POSTTEST MEAN SCORES OF THE EG

H_0 = There is no significant difference between the pretest and the posttest mean scores of the EG and that of the CG.

T_1 (Pre) E	T_2 (Post) E	D	D^2
36	55	19	361
37	53	16	256
38	59	21	441
48	63	15	225
39	57	18	324
44	60	16	256
37	61	24	576
34	55	21	441
40	55	15	225
37	60	23	529
36	53	17	289
46	62	16	256
43	58	15	225
43	58	15	225
35	55	20	400
		$\Sigma D = 271$	$\Sigma D^2 = 5029$

$$\bar{D} = \frac{\Sigma D}{N}$$

$$= \frac{271}{15}$$

$$\bar{D} = 18.07$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}}$$

$$= \frac{18.07}{\sqrt{\frac{5029 - \frac{(271)^2}{15}}{15\ (15-1)}}}$$

$$= \frac{18.07}{\sqrt{\frac{5029 - \frac{73441}{15}}{15\ (15-1)}}}$$

$$= \frac{18.07}{\sqrt{\frac{5029 - 4896.09}{15\ (15-1)}}}$$

$$= \frac{18.07}{\sqrt{\frac{132.93}{210}}}$$

$$= \frac{18.07}{\sqrt{0.63}}$$

$$= \frac{18.07}{0.79}$$

$$t = 22.87$$

df = N-1 (the no. of pairs minus one)

Tabular value of t at 14 degrees of freedom is 2.14 at .05 level of significance.

Since the computed t value of 22.59 is much greater than the tabular t value, the difference is significant at .05 level. Therefore, the hypothesis is rejected.

APPENDIX L

(GRAY) PRETEST AND POSTTEST MEAN SCORES OF THE EG

Pre	Post	D	D^2
8	17	9	81
9	16	7	49
8	19	11	121
13	20	7	49
9	18	9	81
11	20	9	81
12	19	7	49
7	17	10	100
10	17	7	49
11	19	8	64
8	16	8	64
12	21	9	81
13	18	5	25
11	19	8	64
8	17	9	81
		$\Sigma D = 123$	$\Sigma D^2 = 1039$

$$\bar{D} = \frac{\Sigma D}{N}$$

$$= \frac{123}{15}$$

$$= 8.2$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N\,(N-1)}}}$$

$$= \frac{8.2}{\sqrt{\frac{1039 - \frac{(123)^2}{15}}{15\,(15-1)}}}$$

$$= \frac{8.2}{\sqrt{\frac{1039 - \frac{15129}{15}}{15\,(14)}}}$$

$$= \frac{8.2}{\sqrt{\frac{1039 - 1008.6}{210}}}$$

$$= \frac{8.2}{\sqrt{\frac{30.4}{210}}}$$

$$= \frac{8.2}{\sqrt{0.145}}$$

$$= \frac{8.2}{0.38}$$

$$t = 21.58$$

cr = 2.14

df = 14

p = .05

Decision: Reject the Ho

APPENDIX M

(GATES) POSTTEST SCORES OF THE EG AND CG

Ho = There is no significant difference between the posttest mean scores of the EG and that of the Control Group.

Hl = There is a significant difference between the posttest mean scores of the EG and that of the Control Group.

X_1	X_2	D	D^2
55	47	-8	64
53	54	1	1
59	37	-22	484
63	38	-25	625
57	44	-13	169
60	45	-15	225
61	44	-17	289
55	45	-10	100
55	40	-15	225
60	40	-20	400
53	40	-13	169
62	41	-21	441
58	37	-21	441
58	36	-22	484
55	40	-15	225
		$\sum D = -236$	$\sum D^2 = 4342$

$$\bar{D} = \frac{\sum D}{N} \qquad \bar{D} = 15.73$$

$$= \frac{-236}{15}$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N\,(N-1)}}}$$

$$= \frac{15.73}{\sqrt{\frac{4342 - \frac{(-236)^2}{15}}{15\,(15-1)}}}$$

$$= \frac{15.73}{\sqrt{\frac{4342 - \frac{55696}{15}}{15\,(15-1)}}}$$

$$= \frac{15.73}{\sqrt{\frac{4342 - 3713.07}{15\,(15-1)}}}$$

$$= \frac{15.73}{\sqrt{\frac{628.93}{15\,(14)}}}$$

$$= \frac{15.73}{\sqrt{\frac{628.93}{210}}}$$

$$= \frac{15.73}{\sqrt{2.99}}$$

$$= \frac{15.73}{1.73}$$

$$t = 9.09$$

df = N-1 (the no. of pairs minus one)

Tabular value of t at 14 degrees of freedom is 2.14 at .05 level of significance.

Since the computed t value of 9.09 is greater than the tabular t value, the difference is significant at .05 level. Therefore, the hypothesis is rejected.

APPENDIX N

(GRAY) POSTTEST SCORES OF THE EG AND THE CG

X_1	X_2	D	D^2
17	13	-4	16
16	13	-3	9
19	7	-12	144
20	8	-12	144
18	10	-8	64
20	12	-8	64
19	12	-7	49
17	10	-7	49
17	12	-5	25
19	12	-7	49
16	10	-6	36
21	10	-11	121
18	9	-9	81
19	8	-11	121
17	13	-4	16
		$\Sigma D = -114$	$\Sigma D^2 = 988$

$$\bar{D} = \frac{\Sigma D}{N}$$

$$= \frac{-114}{15}$$

$$= 7.6$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N\,(N-1)}}}$$

$$= \frac{7.6}{\sqrt{\frac{988 - \frac{(-114)^2}{15}}{15\,(15-1)}}}$$

$$= \frac{7.6}{\sqrt{\frac{988 - \frac{12996}{15}}{15\,(14)}}}$$

$$= \frac{7.6}{\sqrt{\frac{988 - 866.4}{210}}}$$

$$= \frac{7.6}{\sqrt{\frac{121.6}{210}}}$$

$$= \frac{7.6}{\sqrt{0.76}}$$

$$= \frac{7.6}{.87}$$

$$= 8.74$$

cr = 2.14

df = 14

p = .05

Decision: Reject the Ho

APPENDIX O

PAST ACADEMIC ACHIEVEMENT

Pupil (EG)	Math	Science	Pupil (CG)	Math	Science
A	83	83	1	83	83
B	82	82	2	82	82
C	82	83	3	82	83
D	83	84	4	83	84
E	82	82	5	82	82
F	83	83	6	83	83
G	82	82	7	82	82
H	83	82	8	83	82
I	82	83	9	82	83
J	81	83	10	81	83
K	81	82	11	81	82
L	83	83	12	83	83
M	82	82	13	82	82
N	81	82	14	81	82
O	81	82	15	81	82

APPENDIX P

GATES FORMULA FOR RAW SCORE

For Speed Aspect

The raw score for the speed aspect of the test is the number of exercises correct. The reading grade scores can be read directly from Table 1.

Table 1. Grade and Age Scores for Speed and Accuracy Test (Time 4 minutes) VI

Raw Score	Reading Grade	Reading Age	Raw Score	Reading Grade	Reading Age
0	2.0	7-2	20	8.2	13-6
1	2.2	7-4	21	8.6	13-10
2	2.4	7-7	22	9.1	14-4
3	2.5	7-8	23	9.9	15-2
4	2.7	7-11	24	10.6	16-0
5	3.0	8-2	25	11.0	16-5
6	3.4	8-7	26	11.3	16-8
7	3.9	9-1	27	11.4	16-9
8	4.2	9-4	28	11.5	16-10
9	4.5	9-8	29	11.6	16-11
10	4.8	10-0	30	11.7	17-0
11	5.3	10-5	31	11.8	17-1
12	5.8	10-10	32	11.9	17-2
13	6.1	11-3	33	12.0	17-4
14	6.3	11-6	34	12.0	17-5
15	6.5	11-9	35	12.2	17-6
16	6.8	12-1	36	12.3	17-8
17	7.1	12-4			

Table 1 (Cont'd.)

Raw Score	Reading Grade	Reading Age	Raw Score	Reading Grade	Reading Age
18	7.4	12-8			
19	7.8	13-1			

For Reading Vocabulary

No. correct - 1/4 of the no. wrong = raw score

Ex.: No. correct = 30

No. wrong = 13

Computation: 1/4 of no. wrong

13/4 = 3¼ (nearest whole no. is 3)

30 - 3 = 27

Raw Score = 27

Table 2. Grade and Age Scores for Reading Vocabulary Test

Raw Score	Reading Grade	Reading Age	Raw Score	Reading Grade	Reading Age
0	2.0	7-2	19	4.3	9-6
1	2.1	7-3	20	4.4	9-7
2	2.2	7-4	21	4.5	9-8
3	2.3	7-6	22	4.7	9-10
4	2.4	7-7	23	4.8	10-0
5-6	2.5	7-8	24	5.0	10-2
7-8	2.6	7-10	25	5.2	10-4
9	2.7	7-11	26	5.4	10-6
10	2.8	8-0	27	5.5	10-7

Table 2 (Cont'd)

Raw Score	Reading Grade	Reading Age	Raw Score	Reading Grade	Reading Age
11	2.9	8-1	28	5.6	10-8
12	3.1	8-3	29	5.8	10-10
13	3.3	8-5	30	6.0	11-2
14	3.4	8-7	31	6.2	11-5
15	3.6	8-9	32	6.4	11-8
16	3.8	9-0	33	6.6	11-10
17	4.0	9-2	34	6.8	12-1
18	4.2	9-4	35	7.0	12-3

For Level of Comprehension Test

No. correct - 1/4 of the no. wrong = Raw Score

Table 3. Grade and Age Scores for Level of Comprehension Test

Raw Score	Reading Grade	Reading Age	Raw Score	Reading Grade	Reading Age
0	2.0	7-2	16	4.3	9-6
1	2.1	7-3	17	4.4	9-7
2	2.2	7-4	18	4.8	10-0
3	2.4	7-7	19	5.0	10-2
4	2.5	7-8	20	5.2	10-4
5	2.6	7-10	21	5.3	10-5
6	2.7	7-11	22	5.4	10-6
7	2.8	8-0	23	5.6	10-8
8	2.9	8-1	24	5.8	10-10
9	3.1	8-3	25	6.2	11-5

Table 3 (Cont'd.)

Raw Score	Reading Grade	Reading Age	Raw Score	Reading Grade	Reading Age
10	3.3	8-6	26	6.5	11-9
11	3.4	8-7	27	6.9	12-2
12	3.6	8-9	28	7.2	12-6
13	3.8	9-0	29	7.4	12-8
14	4.0	9-2	30	7.6	12-11
15	4.2	9-4			

APPENDIX Q

GATES AVERAGE GRADE SCORE

To find the average grade score, add the three scores and divide the total by three. If, when the total is divided by 3, the first number after the decimal point is not a whole number, use the nearest whole number in order to round out to the nearest tenth.

Example:

Speed grade score = 4.2

Voc. grade score = 3.8

Comp. grade score = 4.5

Total = 12.5 divided by 3

= 4.16

Average grade score = 4.2

APPENDIX R

GRAY EQUIVALENT SCORE OF THE ERRORS

Table 4

Seconds	Errors							
	0	1	2	3	4	5	6	7 or more
40 or more	4	4	3	2	1	0	0	0
30 - 39	4	4	3	2	1	1	1	0
25 - 29	4	4	3	2	2	1	1	0
20 - 24	4	4	3	3	2	1	1	0
19 or less	4	4	4	3	2	1	1	0

Table 5. (Grade Score Equivalent)

Raw Score	B-Score	Raw Score	B-Score
1	1.4	18	4.2
2	1.6	19	4.4
3	1.8	20	4.5
4	1.9	21	4.7
5	2.1	22	4.9
6	2.3	23	5.1
7	2.4	24	5.2
8	2.6	25	5.4
9	2.8	26	5.7
10	2.9	27	5.9

Table 5 (Cont'd.)

Raw Score	B-Score	Raw Score	B-Score
11	3.1	28	6.1
12	3.2	29	6.4
13	3.4	30	6.7
14	3.6	31	7.0
15	3.7	32	7.3
16	3.9	33	7.7
17	4.0	34	8.0

APPENDIX S

SAMPLE ITEMS OF TEACHER MADE TESTS

1. A) Forming New Words Through Context Clues

Directions: This is a word game. Try to form a new word by changing just one letter. Carefully read each sentence for clue.

A.1 Write the word FINE.

A.2 Change a letter in fine and you get a word which means something that is hot.

A.3 Change a letter in your new word and you get a word that means a part of a car.

A.4 Change a letter in your new word and you get a word that makes the sea high or low.

A.5 Change a letter in your new word and get a word that means what we do in a car.

1.	FINE
2.	
3.	
4.	
5.	

B. Direction: Write the letter of the word which you think will answer each question correctly. Use the dictionary to aid you (if needed).

B.1 Which is a part of your knee? _____

a. jaint b. joint c. join

B.2 Which word could you use instead of the underlined word or words in the sentence.

a. unlabeled b. relabeled c. inaudible

The preserves of various fruits in the home-making department were marked incorrectly.

2. Direction: Study the relationship between the first and second underlined words. Encircle the word that has the same relationship with the third underlined word. The first one was done for you.

2.1 Mother is to father as daughter is to

niece son nephew

2.2 Mayor is to city as president is to

country barrio

3. Direction: Do some syllabication with the following words by separating the syllables, in a word.

3. Words with a prefix or suffix and a rootword.

Example:

Prefix	root	new word
semi	furnished	semi/fur/nished

3.1 Attendance

3.2 forecast

3.3 semicircle

4. Direction: Read each sentence below, then ask yourself this question. Which of the three words below the sentence means the same thing as the underlined word in the chosen word. (Synonym)

4.1 Many fowls in the yard came to see the ailing hen.

a. watched b. heard c. visit

5. Direction: You are to pick the word that means the opposite of the underlined word.

5.1 glad (antonyms)

pleased happy enjoy sorry

Homonyms

6. Direction: Note the two words on top of the sentences. Pay attention to the sentence using both words. Then, correct and complete the sentence by writing the corresponding letter of either of the words on top:

a. fare b. fair

6.1 He had few centavo to pay his fare to school.

I could hardly pay my _____ in the jeep.

7. Direction: Read each word and the sentence in the left. Then read the definitions and write the preceding letter of the definitions that fits the word in the sentence.

7.1 a. team

He drove a. team of famous station.	(1) two horses attached to a wagon
The waters of the pond team with fish	(2) filled to over-flowing abounding

8. Direction: Encircle the letter of the main idea expressed in each of the following paragraph.

8.1 People are busy buying gifts for their loved ones. Children go caroling from one house to another. Beautiful lanterns decorate the windows of most homes.

a. It's Christmas

b. It's All Saint's Day

c. Fiesta is coming

9. Direction: Read the paragraph, then remove the sentence that is not necessary or is not related to the idea of the paragraph. Write the letters preceding the sentence.

a. Not all police stories are bloody.

b. One day on the 20th of December an old woman was shivering for help.

c. A kindly neighbor called the police and with siren blowing they came rushing in, with drawn guns.

d. They hanged against the closed door, for poor old woman was moaning with fatigue.

e. Other people came peeping in for curiosity.

f. When they finally reached her she was quiet.

g. She was entangled with threads of varied colors as her four favorite kitten went on joyously playing and rolling her balls of embroidery thread all around, unaware of her condition which she herself put herself into, in her efforts to stop the cute little kittens.

answer: _____

10. Direction: Choose from the suggested options, the title that fits the selection.

Rocks are made of minerals. A few are made of many minerals. There are many kinds of rocks. Very small rocks are called sands. Rocks bigger than sand have other names like pebbles, or stones. Big rocks are called boulders. Rock are big and little. They have different shapes and sizes. They too are of many colors.

The best title is:

a. What are the sizes of rocks?

b. What is a rock?

c. What are rocks made of?

11. Direction: Arrange the sentences in the paragraph according to cause-effect basis of relationship.

a. What causes the changes in season?

b. All these changes were made because of the weather;

c. People in Europe live through four seasons, four different weather pattern, four changes in the way they dress, the games they play, sometimes even the kind of house they live in.

Distinguishing Between True and Make-Believe Statements.

12. Direction: Make two columns on a sheet of paper. Below are 5 statements. Which are true statements? Which are make-believe statements? Write the numbers of the statements/sentence that are true in the left-hand column and the numbers of the make-believe statements in the right-hand column.

My bed is a boat.

The fairies are dancing.

The Filipino flag has three stars.

The trees have leaves.

The elves make shoes for the shoemakers.

True	Make-believe

Recognizes the Correct Sequence of Events

13. Direction: Arrange the following events such that they form a story.

THE HONEST LITO

Lito saw a round thing on the ground.
He came looking for something.
Lito returned the coin he had put in his pocket.
Ed saw Lito. He told him he had lost his money.
He picked it up and put it into his pocket.

Following Directions

14. Direction: Read each sentence carefully and do what you are told. Be careful in following the directions.

Example: If Tuesday comes before Wednesday. Box the last word of this sentence.

1. If the earth is round, draw a circle, but if it is flat, draw a square.

2. Is a green mango sweet? If your answer is yes, write the last word of the question; but if your answer is no, write the second word.

15. Direction: Read each number carefully and do what it tells you to do.

15.1 Look at the word Pail

Take p away and put in m

Write the new word here _____.

15.2 Take bl away from black.

Put in tr to make a new word.

Write the new word here _____.

15.3 Take away ea from beat.

Put in ai to make a new word.

Write the new word here _____.

15.4 Take d away from down.

Put in cl to make a new word.

Write a new word here _____.

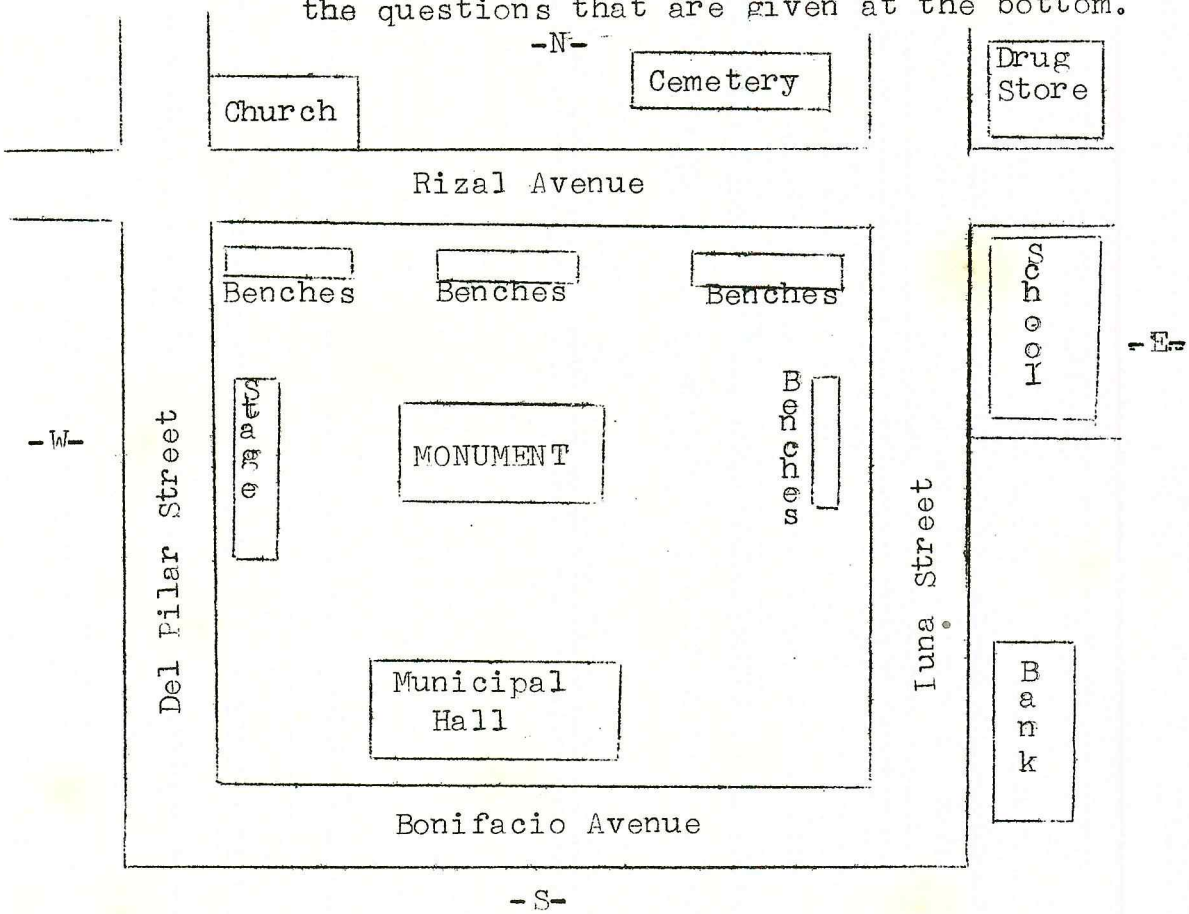
15.5 Take away ch from each.

Put in r and make a new word.

Write the new word here _____.

Reading Directions on Maps/Map Reading

16. Direction: Below is a map of the town plaza of Maligaya. Read it very well and answer the questions that are given at the bottom.



1. On what street is the school?
2. On what part of the plaza is the stage?
3. On what street is the church?
4. Is there any building on Del Pilar street?
5. On what part of the town is the cemetery?
6. On what part of the town is the bank?
7. If you are living on Luna Street do you have to go far to buy some medicines?
8. On what street is the municipal hall?
9. What is at the center of the plaza?
10. If you are living on Del Pilar Street, what street will you pass to go to the drugstore?

Organizing a Paragraph

Direction: Arrange the sentence in the paragraph according to cause-effect basis of relationship. What changes in season?

All these changes were made because of the weather. People in Europe live through four seasons, four different weather pattern, four changes in the way they dress, the games they play, sometimes even the kind of house they lived in.

Summarizing what is read.

Direction: Read the content of the paragraph and summarized it for a telegraphic message.

A young wife went to visit her aged and sick old mother in the province, and found it necessary to extend her stay for a month or more. She has to send a message to her husband in the city.

a. Mother serious staying one month more.

b. Mother old and sick sorry cannot come home staying one month more.

c. Mother sick cannot come home staying one month more.

APPENDIX T

SAMPLE LESSON PLAN FOR REMEDIATION CLASS

I. Objectives: Decode words using context clues, locate answers to why and how questions (MLCIII, B. 63)

II. Subject Matter:

"The Legend of the First Bananas"
Workbook in English 5, p., 10.

III. Procedure:

A. Unlocking of Difficulties:

Today we are to read a story but before we read the story let us study the following words:

Choose the word in parentheses that gives the meaning of the underlined word.

a. Fairies live in a cave where spirits like them live. It is an enchanted cave.

enchanted means _____.
(dark, beautiful, haunted, empty)

b. You see many things you have not seen before in a forest. They are strange and wonderful things.

strange means _____.
(unusual, ordinary, unique, simple)

c. Nena clung with her two hands to her mother's skirt.

clung means _____.
(ran, slept, held, touched)

d. Luz was horrified and look so pale when he saw the dead man hanging from a tree.

horrified means _____.
(happy, afraid, angry, sad)

e. The jet plane soared and vanished after a few minutes and no one has seen it again.

vanished means _____.
(arrived, disappeared, appeared, landed)

f. The banana fruit grow in rows like clusters of fingers on a hand.

clusters means _____.
(two rows, pieces, bunches, kilos)

B. Motivation: Show a picture of a hand of banana and a human hand. Ask pupils to see the similarities of the two pictures.

C. Presentation:

Have you ever read a story on why bananas look like human hands?

1. Motive Question - Why does a hand of bananas looks like a man's hand? And a piece of banana looks like a man's finger?

2. Let us read a selection to find the answer to these questions.

   a. Answering the motive question.

   b. Why did Juana cling to the stranger's hand?

   c. What did Juana feel when the fairy prince vanished leaving his hands in her hands?

   d. What did she do with his hands,

e. If you were Juana, would you feel in love with the fairy prince? Why?

f. Would you cling to his hands? Why?

g. Do you think this, is a true story? Why?

h. Summarize the story.

IV. Evaluation: Read the part of the story that tells:

a. how the prince and Juana met.

b. how Juana fell in love with the stranger.

c. why Juana clung to the stranger's hands.

d. why the stranger's hands were left in Juana's hands.

V. Assignment: From the following list, choose the word that correctly completes each sentence.
(vanished, enchanted, clung, horrified)

a. fairies live in _____ caves.

b. the little girl was _____ when the dirty, thin, old man appeared.

c. She _____ to her mother's arms.

d. When the dogs barked the old man _____ in the dark.

APPENDIX U

SAMPLE LESSON PLAN FOR REMEDIATION CLASS

I. Objectives: Give titles to paragraphs and stanzas. (MI C III, B. 2.2.3)

II. Subject Matter: Giving Titles to Paragraphs and Stanzas, pp. 59-61, English 5

III. Procedure:

A. Motivation: Show a picture of Mayon Volcano. Ask pupils what they know about this volcano.

B. Unlocking of difficulties: Show picture of:

cone (a solid figure with a circle for its base and a curve surface tapering to a point).

slope (rising or falling ground).

crater (the bowl-shaped cavity at the mouth of a volcano)

peninsula (a land area almost entirely surrounded by water)

C. Show this paragraph on the board:

MAYON VOLCANO

One of the most beautiful sights in the world is Mayon Volcano in the Bicol Peninsula. It rises 7,900 feet into the clouds. It is almost a perfect cone. Many of the people who have seen it feel that God's own hands have patted its slopes to give it the smooth shape it has. Now and then clouds of steam come out of the crater and mix with the clouds in the sky.

What is the whole paragraph talking about?

What is the main idea of the paragraph?

What is its title?

Is the title appropriate for the paragraph?

Why?

What is the basis of the title?

D. Presentation:

1. You have learned that a good title is derived from the main idea or central idea of a paragfaph or selection. In your lesson for today we have various paragraphs and stanzas. Let us try to find out what is the best title for each.

2. Exercises

Read carefully the paragraphs below. Answer the questions after each paragraph.

2.1 In the shallow waters fronting Barangay Lucap, Alaminos, Pangasinan are the hundred islands. These little islands are mostly round in shape. There are lots of caves and hills good for hunting. Evergreen plants grow everywhere. The islands are surrounded by shallow water and wide beaches. Visitors enjoy boating, bathing, swimming and fishing in these islands.

What is the paragraph about?

What is the main idea of the paragraph?

What is the best title for this paragraph?

a. Pangasinan
b. Barangay Lucap
c. The Hundred Islands

E. Evaluation: Read the stanza and paragraph.

Answer the questions that follow:

A. Most birds I know build their nests in trees, and hives are the homes of honey-bees.

A cave could be a lion's den. While a pig can live in a wooden pen.

1. What is this stanza about?

a. bird's nests
b. homes of honeybees
c. a lion's den
d. homes of different animals

2. What is the best title for this stanza?

a. Animal Homes
b. The Lion's Den
c. The Pig Pen
d. Wooden Pen

B. There are many animals around us. Some are big and some are small. They move in different ways. They make different sounds. They live in different places. Some live on land, others in water.

1. What is this paragraph about?

a. Different Animals Around Us
b. Sizes of Animals
c. Different Sounds of Animals
d. Movements of Animals

2. The best title for this paragraph is

a. Sounds of Animals
b. How Animals Move
c. Animals Around Us
d. Different Places of Animals

IV. Assignment:

Do Exercises 31, p. 35, Workbook in English 5.

CURRICULUM VITAE

NAME	:	ALICE NOROMBABA-RODRIGUEZ
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PLACE OF BIRTH	:	Oras E. Samar
DATE OF BIRTH	:	November 27, 1946
PRESENT POSITION	:	Elementary Grades Teacher 5
STATION	:	Mercedes Elementary School Catbalogan II District
CIVIL STATUS	:	Married
SPOUSE	:	Pablo Y. Rodriguez, Jr.
CHILDREN	:	1 daughter and 3 sons

EDUCATIONAL BACKGROUND

Elementary	Oras Elementary School Oras, Eastern Samar 1954-1960
Secondary	Holy Cross Academy Oras, Eastern Samar 1960-1964
College	Samar College Catbalogan, Samar 1964-1967 BSEED
Graduate Studies . .	Leyte State College Catbalogan External Studies Center, Certificate of Graduate Study (Administration and Supervision) October 1980
Curriculum Pursued . .	MA Reading, Samar State Polytechnic College, Catbalogan, Samar

WORK EXPERIENCES

Elementary Grades Teacher 3 . .	Daram District (1968)
Elementary Grades Teacher 3 . .	Catbalogan III District (1972)
Elementary Grades Teacher 5 . .	Catbalogan II District (1974 - present)

IN-SERVICE SEMINAR WORKSHOPS ATTENDED

District Echo Seminar on Junior Executive's Training, 1976.

Pansangay na Gawaing-Kapulungan sa Filipino, 1976.

Level IV Teachers' Training, 1977.

Regional-Division Seminar Workshop on DAP-YCAP, 1979.

Regional Seminar Workshop on the Implementation of the Revitalized YCAP, 1980.

Division Work Conference on Communication Arts, 1981.

Division Seminar Workshop on Music Education, 1983.

Regional Seminar Workshop on Literacy, 1983.

(TFP) PRODED Training, 1988.

CO-CURRICULAR ACTIVITIES

President	Mercedes Teachers Club 1984-1985
Subject Chairman	English-Mercedes Elementary School, 1983-1986
Purok Chairman	Purok 2-Mercedes, Catbalogan 1983-1984

Grade Chairman . . . . . Grade VI-Mercedes Elementary School, 1983-1984

STUDY GRANT ENJOYED

Magna Carta for Public School Teachers (RA 4670) School Year 1986-1987, Samar State Polytechnic College, Catbalogan, Samar.

CIVIL SERVICE ELIGIBILITY

Elementary Teachers Examination, September 24, 1967, Catbalogan, Samar.

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