

Reading Difficulties of Grade 5 Pupils in English

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ABSTRACT

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The main purpose of the study was to diagnose the reading difficulties of grade 5 pupils in English. The researchers made use of descriptive method to obtain the data on the reading difficulties, comprehension, and behavioral performance of the respondents. To gather the data, the researchers adopted the reading selections from Philippine Informal Reading Inventory as a tool in examining the reading level of the pupils. As for the respondents' reading miscues and behavioral performance, a teacher-made questionnaire was used to determine the learning areas that require intervention. The findings of the study pointed out that grade 5 pupils had difficulties on word recognition and reading comprehension. They tend to mispronounce English words and their behavior affects their performance while reading. A proposed reading program was included in this study to provide a reading remediation to learners with reading difficulties. Alongside with this initiative, teachers may conduct drill lessons to monitor progress of the pupils on areas that need improvement. Teachers must also be aware on the common errors committed by the learners to be able to provide remedial instruction.

Introduction

Reading plays a vital role in ones' success in school. It is one of the most important skills in English an individual must need to master. It is a pre-requisite of all learning areas. It serves as a gateway to every student to learn the different subjects because when a student has a difficulty in reading, he may encounter also difficulties in all subject areas (Sanopao, 2016).

When pupils lack the reading skills and unable to comprehend the important details that the key materials presented, their ability to learn new information is severely hampered. Such learners with low skills also tempted to throw up their hands and sigh when the teachers begin to work with them because of their reading ability and poor comprehension.

In addition, results from most studies noted that a pupil suffers not only from the failure itself, but with all other subjects that depend on reading competence when learning to read does not fully develop at the time it is expected of him. Hence, identifying the source of reading difficulties of the learners must be done because proper diagnosis of a learner's reading performance is critical to appropriate instruction and improvement in reading ability.

It was observed that the reading difficulties of pupils adversely affected the teaching and learning process. Pupils who were experiencing reading difficulties become inattentive during the discussion. They don't seem to understand the topic discussed due to lack of understanding of what have been read and said by the teacher. Some pupils hardly read two or three syllable words when reading in class. Sometimes these pupils experience low self-esteem that they prefer to sit at the back because they were afraid that they might be called to recite in the class. Instead of participating in the given tasks these learners tend to create noise just to interrupt their classmates who are interested in accomplishing the task. Moreover, learners with reading difficulties get low scores when teachers conduct an assessment.

In view of the importance of reading and the existence of reading difficulties among elementary school pupils, the researchers conducted this study to find out the factors in reading difficulties and develop a reading program for grade 5 pupils. Specifically, this study sought to answer the following questions: 1) What are the reading difficulties encountered by the

pupils? 2) What is the behavioral performance of the pupils while reading? And 3) What appropriate program will be developed for reading difficulties?

Literature Review

Reading difficulties

Teachers in elementary schools face a lot of challenges while handling pupils with reading difficulties. Pupils who experience reading difficulties tend to lack the aspect of comprehension especially when they are in higher grades. This fact will in turn pose a big problem to teachers trying to teach them. These pupils also have problems with reading and spelling and totally find comprehension a big challenge. They find it too difficult to transfer their thoughts to papers as well as in oral communication when answering comprehension questions.

Jones (2005) explained that learning to read is probably one of the most important skills that children obtain. Children need to learn to read so they can learn about different subjects and be able to function well in society. Unfortunately, children with reading disabilities experience a lot of frustration while learning to read. Often, the obstacles that students faced are too difficult to overcome and some never learn to be proficient readers. Without proper facilitation some individuals never manage to overcome the barriers that stop them from learning to read.

Furthermore, Luz (2007) believed that despite our supposedly high literacy rate over the past decade, many Filipinos can barely read and write. He said that our simple literacy rate might even be overstated, meaning there may be even more Filipinos incapable of reading and writing a simple message, with understanding than reported officially based on the result of reading survey.

Hamilton, et al., (2001) also observed that at least one in five children has significant difficulty learning to read. Evidence clearly demonstrates that most school-age children with reading difficulties fail to catch up with their peers. Although most of these children eventually become literate, many continue to have reading difficulties and never become fluent readers. Early development of reading skills is essential, and efforts should be made to identify children with reading disabilities and implement interventions at any early age.

Agriam (2001) stated that difficulty in reading often springs up especially if one's success or failure to read is accompanied with serious social consequences. Parents usually brag their child's reading success. But if he fails, his self-esteem is threatened and this causes reading retardation. He also added that the difficulty is aggravated by some emotional factors existing in the home or among playmates. It may arise from conditions like over protection or overly severe discipline or indifference from parents or other members of the family.

Connor, et al., (2014) also added that reading difficulties present serious and potentially lifelong challenges. Children who do not read well are more likely to be retained in grade school; drop out of high school, become teen parents, or enter the juvenile justice system. Thus, preventing reading difficulties early in children's school careers has potential long-term benefits to the individual as well as society.

Reading difficulties nearly occur on a continuum, meaning that there are great numbers of students who experience reading difficulties. There are those students who are diagnosed with a learning difficulty also there is an even larger group of students, who do not have diagnosis, but who need good reading assistance. Many students make effort and struggle with reading (Yaseen, 2013).

Behavioral performance while reading

Pupils experiencing reading difficulties also display different reading behaviors that may distract them to become efficient readers. Greaney (2010) said that reading behaviors can be described as overt behaviors that can be seen. These are the behaviors readers take when they encounter difficulty in their reading. Students do this work by attending to many types of information when they encounter an unknown word. This information includes the context of the word, the letters, the combinations and patterns of letters, and the sounds in a word. The reading behaviors a reader displays may indicate what information the reader is attending to and can be observed and recorded.

Torgesen (2002) stated that when asked to read grade-level text, the typical poor reader in third or fourth grade will show two kinds of word-level reading difficulties. First, when they encounter a word they are not familiar with, they tend to place

too much reliance on guessing the word based on the context or meaning of the passage which produces a high rate of word-level errors in their reading. Their phonemic analysis skills, or ability to use “phonics” to assist in the word identification process, is usually severely impaired. Second, most children who are having difficulty learning to read encounter many more words in grade-level text that they cannot read “by sight” than do average readers. Compared with children of the same age who are learning to read normally, the number of words that children with reading problems can recognize fluently and easily as “sight words” is usually quite limited.

Mwanamukubi (2013) also revealed that as pupils read, they committed errors such as mispronunciation, substitution, insertion and omission of some words. The teachers had their own perceptions of the causes of reading difficulties and these included; language and communication problems, psychological factors and others. There was also a significant correlation between teachers’ ability to identify specific reading errors and actual performance of learners. The study further revealed that teachers faced a number of challenges in teaching reading to these learners. These challenges included, inadequate teaching and learning materials, high teacher – pupil ratio and others.

Castles (2017) stated that poor readers are highly heterogeneous; that is, they do not display all the same type of reading impairment i.e., “reading behavior”. Some poor readers have a specific problem with learning to read new words accurately by applying the regular mappings between letters and sounds. This problem is often called poor phonological recoding or decoding. Other poor readers have a particular difficulty with learning to read new words accurately that do not follow the regular mappings between letters and sounds; hence must be read via memory representations of written words. This problem, which is sometimes called poor sight word reading or poor visual word recognition, can be detected by asking children to read “exception” words such as YACHT. In contrast, some poor readers have accurate phonological recoding and visual word recognition but struggle to read words fluently.

Similarly, Adducul (2000) affirmed that child’s laziness in reading is also attributed to some difficulties which may have originated during his early school days. The difficulties of these children should be attended to by the parents and teachers specially to sustain and enhance his reading interest up to the time he is in his peak of education. The teacher should emphasize important points, before letting the child to some reading activities. In doing this, they need worthwhile sustainable materials for reading programs which will enrich their experience and eventually to improve their reading ability.

Remedial reading program

With many struggling readers with various reading difficulties, it is imperative that teachers do not only identify struggling readers, but also know the best reading intervention practices. It means the teacher needs to take an action upon finding out the reading weaknesses of his learners. In doing so, at-risks readers may be given remediation that would cater their needs.

According to Busick (2013), achievement in reading can affect success in every subject area in a child’s school day as well as their future success in pursuing a career. Therefore, studies were reviewed in an effort to find the best, effective practices to intervene with instruction needed for at-risks readers. It is then essential for students to get the proper instruction needed for them to find accomplishment in the classroom.

The need for early intervention, its best strategies and how to most appropriately utilize these strategies in the classroom requires research needed to find the effective interventions for struggling readers. However, one thing was obvious, positive effects were seen from providing students with reading intervention and early intervention is beneficial.

All schools need to have some sort of remedial reading program to help struggling students. Through the program it will make the students create reading as a habit. Orenca (2006) and Sanopao (2016) noted that children learn only half of what they are supposed to learn in school. The small percentage of readership in the Philippines and the dismal performance of pupils in tests on reading demonstrate the failure of many local schools to effectively foster the aims of reading education. People’s survival and satisfaction in today’s age of information explosion depend largely on their ability to read and write proficiently and critically.

Breier (2012) suggested that teachers need tools, strategies, and well-informed diagnostic judgment to monitor students’ literacy development and implement corrective instruction when appropriate. They must be able to use continuous developmental assessment devices, teach literacy using real literature and informational text with a wide variety of teaching

methods, integrate reading and writing across all subject areas, and help every student become an effective, strategic reader who meets or exceeds required benchmarks. The job of assessment is to help the teacher figure out as closely as possible what aspects of literacy the students have developed and to what degree—so that we can build on students’ strengths to make them successful readers.

With this scenario, educators are challenged to ensure that every student gets beyond the basic elementary literacy levels. Also, to make them move to more challenging literacy at the middle and high school levels. This is not an easy task since secondary school literacy skills are more complex, especially in specific subject matter. As text complexity increases, intrinsic motivation of adolescents who are struggling readers begins to decrease without interventions and support. Therefore, it is imperative for middle schools to implement effective, remedial reading programs to assist students in overcoming obstacles in their way of achieving success in literacy (Nichols, 2014).

With the different studies presented, regarding the reading difficulties, teachers play a significant role in helping struggling readers to conquer their weaknesses in a reading subject. It is noted that reading is a must to be developed at an early age so that when a child steps up into higher grades he or she may have the courage to indulge in the lesson.

Methodology

Research design

In this study the researchers used the descriptive method to obtain reliable and accurate data about the reading difficulties, reading comprehension and behavioral performances while reading of the grade 5 pupils. It investigated the reading miscues which served as a tool in identifying the reading level of the pupils. The reading comprehension of the pupils was also diagnosed in terms of literal, interpretive, and applied level of comprehension. The method was also used because it is concerned with ascertaining the conditions which prevail in the teaching of reading in San Vicente Elementary school.

Respondents of the study

The respondents of this study were grade 5 pupils of San Vicente Elementary School, San Pablo, Isabela for the academic year 2017-2018. There were two sections involved in the study. The first section consisted of 20 boys and 15 girls while the other section consisted of 14 boys and 11 girls with a total of 60 respondents.

Data gathering instrument

The study was conducted as basis for reading remediation to be implemented. The research instrument has three parts. Part I deals with word recognition wherein pupils’ reading difficulties were tested through identifying their reading miscues in terms of mispronunciation, omission, repetition, insertion, and substitution.

Part II involved the test on reading comprehension. The reading material used in assessing the comprehension level of the pupils was adopted from Phil-IRI. It contained seven questions which measure the comprehension of the pupils in terms of literal, interpretive and applied level. The Phil-IRI or Philippine Informal Reading Inventory was used as a tool of the researchers in describing the reading performance of the pupils.

Part III of the questionnaire dealt with identifying the reading level of the pupils as independent, instructional, and frustration. Part IV focused on the behavioral performances committed by the participants while reading.

Data gathering procedure

The conduct of diagnosing the reading difficulties of the pupils was held during free time due to regular class hours. At the end of the morning class session, there was an allotted time given to the advisers to conduct remediation in every grade. The time allotted used for remediation started from 10:50 to 11:45 in the morning. Before conducting the assessment, each participant was informed that whatever the result may be it has nothing to do with their class standing. On the other hand, oral reading was done individually. Each pupil was provided with copies of the reading selections and called each one to read and finish the selection. Data were also gathered by means of documenting the behavioral performances of the participants while reading.

The participants read the selections orally and the researchers listened attentively while recording the reading difficulties encountered among each participant and noted the behavioral performances of the pupils while reading. The basis of the researchers in assessing the behavioral performances of the pupils while reading was adopted from the study of Yaseen (2013). In identifying the reading miscues, a selection suited to their grade level was used. After the oral reading activity, a

seven-item comprehension test was given to the pupils. The reading material used in measuring pupils' comprehension was adopted from Philippine Informal Reading Inventory (Phil-IRI), "an assessment tool composed of a set of graded passages administered to the whole class and to individual students, which was designed to determine a student's reading level" (DepEd Order No. 14, s.2018).

Statistical tools used

The researchers made use of the following to obtain the result of reading difficulties and comprehension of the pupils:

1. Frequency distribution. This shows the different scores of the respondents in both tests in reading difficulties and reading comprehension;
2. Mean. This is used in order to give a summary of the characteristics of the reading level of the participants.

In computing the result for word recognition, reading comprehension and behavioral performances the following formulae were applied:

A. For word recognition the formula was:

$$WR = \frac{\text{No. of miscues}}{\text{No. of words}} \times 100$$

The total correct answer divided by the number of items multiplied by 100 to get the percentage. This was done to find out the level of understanding of the participants in computing the number of miscues under word recognition.

B. Reading comprehension (RC) was computed using:

$$RC = \frac{\text{Total correct answer}}{\text{Total number of question}} \times 100$$

The basis for interpreting the scores of the pupils from the reading difficulties and the reading comprehension was shown on the table below. Once the score tallied, the table was referred to for the reading level of each participant. The test criteria were adopted from Phil- IRI.

	WORD RECOGNITION	COMPREHENSION
Independent	97-100	80-100
Instructional	90-96	59-79
Frustration	89-Below	58-BELOW

If the set of participants is independent in word recognition and independent in comprehension then he or she is independent while if the set of participants is independent in word recognition and instructional in comprehension the participant is considered instructional in reading level and so on. The criteria for oral reading adapted from Phil-IRI were shown below.

WORD RECOGNITION	COMPREHENSION	READING LEVEL
Independent	Independent	Independent
Independent	Instructional	Instructional
Independent	Frustration	Frustration
Instructional	Independent	Independent
Instructional	Instructional	Instructional
Instructional	Frustration	Frustration
Frustration	Independent	Frustration
Frustration	Instructional	Frustration
Frustration	Frustration	Frustration

C. In determining the reading behaviors of grade 5 pupils, below is the scale with its descriptive value. For instance, if the participants fall under the numerical rating of 4, it is marked as always observed; this means, the participants commit the common reading behavioral performances while reading.

NUMERICAL RATING	DESCRIPTION
4	Always Observed (AO)
3	Sometimes Observed (SO)
2	Rarely Observed (RO)
1	Not Observed (NO)

Results and Discussion

Reading difficulties encountered by the pupils

Table 1 shows the frequency and percentage in reading difficulties of the respondents. It is shown that most of the errors committed by the respondents in reading is mispronunciation with 30% (18) and identified as frustration level. On the other hand, only 10% (6) of the respondents committed the errors on omission, repetition, insertion and substitution.

Table 1 : Frequency and percentage distribution of reading difficulties among grade 5 pupils

Reading Difficulties	Word Recognized	No. of Participants (60)	Percent (%)	Word
	(in %)	(Frequency)	(Relative Frequency)	Level
Mispronunciation	97-100	29	48.33%	Independent
	90- 96	13	21.67%	Instructional
	0- 89	18	30%	Frustration
Omission	97- 100	54	90%	Independent
	90- 96	0	0%	Instructional
	0-89	6	10%	Frustration
Repetition	97- 100	54	90%	Independent
	90-96	0	0%	Instructional
	0-89	6	10%	Frustration
Insertion	97-100	53	88.33%	Independent
	90-96	1	1.67%	Instructional
	0-89	6	10%	Frustration
Substitution	97-100	37	61.67%	Independent
	90-96	17	28.33%	Instructional
	0-89	6	10%	Frustration

The result implies that some of the pupils are struggling in pronouncing the English language; in fact, it is observed that pupils who commit errors in mispronunciation are categorized under frustration level. Baheti (2018) stated that there are many barriers that hinder the speakers to speak with good English pronunciation. Many studies have demonstrated that the errors made by the speakers of other languages, who speak English, are something systematic rather than random as they mingle the unfamiliar sounds with the sounds of the native language.

However, under the category on omission, insertion and substitution, majority of the pupils are independent readers with a percentage of 54 (90%). Only one of the respondents under insertion category is under instructional level.

Table 2 presents the summary of frequency and percentage distribution of the respondents in reading difficulties. It shows that most of the respondents were instructional readers with 28 (46.67%). However, 24 (40%) of them were frustrated readers. Only 8 (13.33 %) of the participants were considered as independent readers.

Table 2: Summary of frequency and percentage distribution of pupils' reading difficulties

Word Recognized (in %)	No. of Participants (Frequency)	Percent (%) (Relative Frequency)	Word Recognition Level
97-100	8	13.33%	Independent
90-96	28	46.67%	Instructional
0-89	24	40%	Frustration
Total	60	100	

The result of the summary implies that pupils were struggling in reading skill due to the reading difficulties they committed. Moreover, the result supported Mwanamukubi's (2013) revelation that as pupils read, they committed errors such as mispronunciation, substitution, insertion and omission of some words which affected the reading skill of pupils.

Reading comprehension level of pupils

Table 3 indicates the frequency and percentage distribution of the respondents in reading comprehension. The result of reading comprehension of each participant under the category of literal, interpretive and applied is shown below.

Table 3: Frequency and percentage distribution of pupils' reading comprehension

Comprehension		No. of Participants (60) (Frequency)	Percent (%) (Relative Frequency)
Literal	Question 1	32	53.33%
	Question 2	12	20%
	Question 3	26	43.33%
Interpretive	Question 4	3	5%
	Question 5	9	15%
Applied	Question 6	11	18.33%
	Question 7	13	21.67%

On the literal level, question 1 has the highest percentage (53.33%) followed by question 3 with a percentage of 43.33 and question 2, with a percentage of 20. The result shows that among the three levels of comprehension tested, the participants were at ease answering the literal questions. On the contrary, they find it difficult to answer questions under interpretive and applied especially question 4 with a percentage of 5 which indicated that out of 60 participants there were only 3 respondents who got the correct answer.

Table 4 shows the summary of frequency and percentage distribution of the respondents reading comprehension level. It is observed that most of the respondents were rated under frustration level with a frequency of 54 or 90%.

Table 4: Summary of frequency and percentage distribution of pupils' reading comprehension level

Comprehension (in %)	No. of Participants (Frequency)	Percent (%) (Relative Frequency)	Reading Comprehension Level
80-100	2	3.33%	Independent
59-79	4	6.67%	Instructional
58- Below	54	90%	Frustration
Total	60	100%	

On the other hand, only two (3.33%) participants were categorized under independent level. The result shows that most of the participants need further attention to develop the skill to have a better understanding of what had been read. Cayubit (2012) stated that poor reading skill is manifested with poor comprehension, wrong pronunciations, among others. If no proper intervention is administered early, it could affect the academic, social and psychological development of the child. As such, proper and correct diagnosis of reading disability as early as possible appears to be essential.

Table 5 presents the percentage distribution of the reading level of the participants. It can be seen on the table below the reading level based on the result of word recognition level and reading comprehension level by the respondents involved in the study.

Table 5 : *Percentage distribution of the reading level of participants*

Reading Variables	Reading Level		
	Independent	Instructional	Frustration
Word Recognition Level	8 (13.33 %)	28 (46.67%)	24 (40%)
Reading Comprehension Level	2 (3.33%)	4 (6.67%)	54 (90%)
Reading Level	2 (3.33%)	4 (6.67%)	54 (90%)

Apparently, most of the participants were identified under frustration level with a frequency of 54 (90%). There were 4 participants (6.67%) labeled as instructional readers and only 2 participants fall under the category of independent level.

The result of the reading level of the pupils proved that there is a need for further intervention to improve the reading skill of the pupils. Hausheer, et.al (2011) stated that it is necessary to make an action for the improvement of children who are suffering from reading difficulties. Teachers should use different strategies to address the needs of such pupils having difficulties in reading. He further mentioned that providing remedial reading program is imperative to improve both reading fluency and reading comprehension, particularly to elementary pupils because fluency and comprehension are both important at this stage of development and early intervention can impact the progression of reading difficulties.

Pupils' behavioral performance in reading

Table 6 shows the behavioral performance rating of the pupils while reading. Each participant was observed while reading and what behavior was displayed that adversely affects the reading skill of the pupils.

Table 6: *Pupil's reading behaviors while reading*

Items	4 AO	3 SO	2 RO	1 NO	Average Mean	Description
1. Pupils show inability to distinguish sounds.	34	8	11	7	3.2	Sometimes Observed
2. Pupils read text in an intermittent way.	42	7	5	6	3.4	Sometimes Observed
3. Pupils feel shame during the practice of reading.	13	19	5	23	2.4	Rarely Observed
4. Pupils show the inability to pronounce the letters.	10	13	9	28	2.1	Rarely Observed
5. Pupils tend to forget the forms of words that have already been learned.	11	15	12	22	2.3	Rarely Observed
6. Pupils tend to ignore reading English at home.	21	16	13	10	2.8	Rarely Observed
7. Pupils lack self- motivation.	18	15	11	16	2.6	Rarely Observed
8. Pupils show the inability to correct the errors.	14	16	12	18	2.4	Rarely Observed
9. Pupils tend to stutter in the pronunciation of words.	43	10	4	3	3.6	Sometimes Observed
10. Pupils have little knowledge of English vocabulary.	9	7	15	29	1.9	Not Observed
11. Pupils tend to read the words in Tagalog sound.	19	10	12	19	2.5	Rarely Observed
12. Pupils have no concentration while reading.	20	8	14	18	2.5	Rarely Observed
13. Pupils can't make an eye to eye contact with the teacher when something was misread.	24	8	11	17	2.7	Rarely Observed

14. Pupils tend to utter words without proper execution or unable to read the words correctly.	14	11	6	29	1.8	Not Observed
15. Pupils feel nervous while reading the text.	15	20	11	14	2.6	Rarely Observed
Total Average Mean	20.46	12.2	10.06	17.26	2.59	Rarely observed

During the activity, most of the participants when being called one-by-one is displaying noticeable behaviors. Pupils are sometimes observed to stutter in pronunciation of words with a mean of 3.6. Pupils seem to have difficulty pronouncing words especially words containing 3-4 syllables. It is sometimes observed that pupils read the text in an intermittent way. This reading behavior took the reader a lot of time to finish the reading material.

Moreover, the pupils tend to ignore reading English at home with a total rating of 2.8. Ignoring to read at home turned to weaken their ability to read fluently. In the reading process, teacher and parent’s involvement must be observed to help further the struggling readers. Reading at home is not only for the sake of attaining fluency but also to monitor the reading progress of the struggling readers.

The pupils cannot make an eye-to-eye contact when something was misread (2.7). Also, pupils feel nervous while reading the text and they show lack of self-motivation with a rating of 2.6. These observations proved that when a pupil cannot read fluently, he may display low self-confidence and low self-esteem which resulted to a low performance in the class.

Another common reading behavior performed by the participants is reading the English words in *Tagalog* accent as well as showing lack of physical concentration while reading.

Pupils also feel ashamed during the practice of reading and show the inability to correct the errors are rated the same with an average mean of 2.4. In addition, pupils also tend to forget the forms of words that have already been learned with a rate of 2.3. For instance, when the pupil cannot read the difficult words the teacher may give assistance on how to read it properly. But in dismay, when the pupil encountered the same word for the second or third reading the pupil still tends to forget what has already been learned. For this reason, they need to be taught first the basic sight words or simple words before they can be able to proceed reading difficult words in order for them to know how to recognize sounds, pronunciations, syllabifications until such time that they learn to read word by word.

In addition, pupils show the inability to pronounce the letters with a rating of 2.1. For example, the word *belt* read as “*bel*” without recognizing the letter “*t*”, first pronounced as “*fist*” wherein the letter *r* was omitted. The word *exercise* read as “*exercise*” where the letter “*s*” was excluded.

They also have a little knowledge of English vocabulary with a rating of 1.9. Sanford (2015) mentioned that vocabulary knowledge positively affects reading comprehension and academic performance. During reading, students continually process words to create meaning, and without a strong vocabulary base, students will struggle to understand what they have read.

Lastly, the pupils tend to utter words without proper execution or unable to read the words correctly with a rating of 1.8. Hence, with the given facts about reading behaviors encountered by the pupils while reading is a demanding condition that must be solved and taken into consideration because it may serve as basis in remediating the underlying reading difficulties encountered by the pupils.

Proposed remedial program in addressing pupils’ reading difficulties

Rationale

Due to the reading difficulties encountered by the grade 5 pupils in San Vicente Elementary School, the researchers proposed a remedial program to identify the factors that may contribute in improving the comprehension of the pupils. Based on the result of the present study, it showed that out of 60 participants there were 54 (90%) fall under the category of frustration level. The result proved that these pupils need to undergo reading remediation to help them overcome their weaknesses in reading.

Program description

This program makes use of a reading instructional material that focuses on differentiated activities that would cater the needs of the struggling readers. It is designed to develop the reading abilities of the pupils especially whose reading level fall under frustration. The program can be conducted in a regular school year.

Objectives of the program

Teachers or advisers can conduct the remedial reading during the allotted time in the morning and any available time that is convenient to the pupils. Hence, the following are the objectives:

- a. conduct remediation on reading skill to the pupils identified in the reading level category labeled as frustration, instructional and independent level;
- b. enable pupils with reading difficulties to improve their reading abilities where they can succeed step-by-step at the end of the school year; and,
- c. provide readers with differentiated activities that would help them increase their reading skills to the extent that they can read on their own.

Persons involved

Pupils particularly the struggling readers are the most valuable persons involved in this reading program. The main focus of this program is to gradually improve the reading ability of the low performing pupils. Thus, teachers are needed in the administration of the activities to be done. Teachers in the lower grades may participate to ensure the reading improvement of the learners involved.

Content

The proposed lessons for the remedial program contain the following:

Unit I Reading Miscues	June- July
Lesson 1 Mispronunciation	
Lesson 2 Repetition	
Lesson 3 Omission	
Lesson 4 Insertion	
Lesson 5 Substitution	
Unit II Reading Fluency	August- September
Lesson 1 Storytelling	
Lesson 2 Poem Reading	
Lesson 3 Group Reading	
Unit III Reading Comprehension	October- November
Lesson 1 Literal	
Lesson 2 Interpretive	
Lesson 3 Applied	
Unit IV Reading Techniques	December- January
Lesson 1 Skimming	
Lesson 2 Scanning	
Lesson 3 Intensive	
Evaluation of reading progress	February-March

Learning strategies

Learning to read is not an easy task. It requires efforts and eagerness to become a fluent reader. In this manner, the program creates learning strategies to indulge the pupils with the different learning experience in reading. The following are learning strategies that enable pupils to read effectively.

1. Running records. This will be used to collect information on young readers who are still reading aloud and working on basic skills.
2. Reading aloud. This will be administered to expand readers' imagination, provide new knowledge, support language acquisition, build vocabulary, and promote reading as a worthwhile, enjoyable activity.
3. Choral reading. This will allow the pupils to read aloud in unison with a whole class or group of students.
4. Poem reading. This will train pupils to develop confidence in public speaking, oral reading recitation and performance of poetry.
5. Comprehension checks. This will be conducted to ensure that students are paying attention and understand the material read. It highlights what students are struggling with and what needs to be covered more thoroughly before completing additional activities or moving on to the next topic.
6. Self-questioning. A set of steps that a student follows to generate, think about, predict, investigate, and answer questions that satisfy curiosity about what is being read.
7. Drawing conclusion. A learning activity that makes use of implied or inferred information.
8. Teacher modeling. The teacher models skilled reading behavior, enjoyment and interest in a range of different styles of writing and types of text. It provides an opportunity for teachers to demonstrate their enjoyment in reading, and allows students to see a purpose in learning to read.
9. Think aloud. Teachers verbalize aloud while reading a selection orally. The purpose of the think-aloud strategy is to model for students how skilled readers
10. Metacognition. A method which help students understand the way they learn; in other words, it means processes designed for students to 'think' about their 'thinking'.
11. Finding the main idea, important facts and supporting details. A simple yet powerful activity that can help students distinguish between the topic and supporting details.
12. Synthesizing. The process of summarizing one step further. It involves combining ideas and allowing an evolving understanding of text.
13. Activating prior knowledge. Eliciting from students what they already know and building initial knowledge that they need in order to access upcoming content.
14. Evaluating. A reading strategy that is conducted during and after reading. This involves encouraging the reader to form opinions, make judgments, and develop ideas from reading.

Instructional Materials

The researcher made use of the following instructional materials to develop further the reading ability of the Grade V pupils.

1. Teacher- made resources. Teaching materials developed by teachers in their respective subjects or subject areas for easy teaching and learning. These materials are used to facilitate teaching and learning processes.
2. Graphic organizers. A visual and graphic display that depicts the relationships between facts, terms, and or ideas within a learning task.
3. Traditional resources. Any textbooks and workbooks used in the classroom. It also includes any supplemental reading material, like novels or poems outside of the textbook.
4. Sight Words drill. These are commonly used words that young children are encouraged to memorize as a whole or by 'sight,' so that they can automatically recognize these words in print without having to use any strategies to decode.
5. Lectures. Methods of instruction in which the instructor has full responsibility for presenting facts and principles orally. Thus, it is an oral presentation of information by the teacher.
6. Role playing. Any speaking activity when you either put yourself into an imaginary situation. It also fulfills some of the very basic principles of the teaching- learning process such as learner involvement and intrinsic motivation.

Enhancement activities

Different techniques in reading are made to enhance the reading skill of the learners. The following activities will also make the pupils enjoy individual reading, paired reading, choral reading and group reading as well.

1. Repeated reading. This is an academic practice that aims to increase oral reading fluency. It can be used with students who have developed initial word reading skills but demonstrate inadequate reading fluency for their grade level.
2. Paired readings. A research-based fluency strategy used with readers who lack fluency. In this strategy, students read aloud to each other. When using partners, more fluent readers can be paired with less fluent readers, or children who read at the same level can be paired to reread a story they have already read.
3. Pre-teaching vocabulary. This happens when a teacher selects and teaches her students key words from a reading text-vocabulary that is essential to understanding the text-before her students read the text.

Assessment tasks

The activities are made to develop reading ability as well as to improve reading comprehension and reading fluency. The following tasks serve as a tool for the teachers to monitor the progress of the learners in reading.

1. Letter knowledge. A critical first step in learning to read. It is an awareness of the letters of the alphabet. This assessment can be used to identify whether a student is having difficulty in recognizing and naming letters and identifying the sounds letters make in words
2. Decoding. The ability to apply knowledge of letter sound relationships, including knowledge of letter patterns, to correctly pronounce written words. Understanding these relationships gives children the ability to recognize familiar words quickly and to figure out words they haven't seen before.
3. Phonological/phoneme awareness. A broad skill that includes identifying and manipulating units of oral language parts such as words, syllables, and onsets and rhymes.
4. Vocabulary. The words we need to know to understand what we read. It plays a fundamental role in the reading process, and contribute greatly to a reader's comprehension.
5. Fluency. The ability to read with speed, accuracy, and proper expression. In order to understand what is being read, children must be able to read fluently whether they are reading aloud or silently. When reading aloud, fluent readers read in phrases and add intonation appropriately.
6. Reading comprehension strategy. This helps students become purposeful, active readers who are in control of their own reading comprehension.

Evaluation of the Remedial Reading Program

The teacher in – charge of the program shall conduct an evaluation to measure the extent of its implementation. This will help the teachers involved to create a sustainable reading program.

Conclusions

The researchers investigated the pupils' reading difficulties focused on word recognition and reading comprehension to determine their reading level as a basis in developing a reading program that would cater to their reading needs. It has been found out that the grade 5 pupils had difficulties on word recognition and reading comprehension. Reading behaviors are also factors that contributed to the reading difficulties encountered by the pupils while reading. It is recommended that teachers must be aware and sensitive to the common errors or mistakes committed by the learners in reading and as early as possible provide or think an immediate solution that would cater to the needs of the learners. Reading teachers should conduct drill lessons to monitor progress of the pupils on areas that need improvements and involve parents in helping their children improve their reading abilities. Future teacher researchers may conduct a reading program that include other grade levels not only the grade 5 pupils in creating initiatives to improve reading and instruction among young learners.

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