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Evaluation of the English BASICS Program of Xavier Grade School

Rosa Lea V. Gonzales
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Evaluation of the English BASICS Program of Xavier
Grade School

A Seminar Paper

Presented to
College of Graduate Studies and Teacher Education Research
Philippine Normal University
Taft Avenue, Manila

In Partial Fulfillment
of the Requirements for the Degree of

Master of Arts in Teaching
with Specialization in English Language Arts

Presented by
Rosa Lea V. Gonzales
October 2014

APPROVAL SHEET

This Seminar Paper entitled “**Evaluation of the English Basics Program of Xavier Grade School**” prepared and submitted by **Rosa Lea V. Gonzales**, in partial fulfillment of the requirements for the degree of **Master of Teaching English Language Arts**, is hereby recommended for approval and acceptance.

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To Almighty Lord and Creator, who makes things possible. To God be the glory.

ABSTRACT

NAME: ROSA LEA V. GONZALES

Title: Evaluation of the English BASICS Program of Xavier Grade School

Key Concepts: Program Evaluation, BASICS Program, Remediation, Struggling Readers, Intervention

Degree: Master of Arts in Teaching

Specialization: English Language Arts

Adviser: Miss Maria Teresa L. Manicio

This seminar paper is primarily aimed at looking into the English BASICS (Basic Instruction skills in the core Subjects) of Xavier School to find out the strengths and weaknesses of the program, and steps to take to improve the program in the future. The program is evaluated in terms of its objectives, strategies, materials approach and assessment. Necessary recommendations are made to further improve the program and thereby address the needs of the students with reading difficulties. It also sought to find out whether the students benefitted from the program, whether the parents of the English BASICS students were satisfied with the program, and whether the English BASICS teachers and administrators see how adequate or inadequate the program implementation was.

The study is a descriptive survey. It included 30 students, 24 parents, 3 English BASICS teachers, and 2 administrators for school year 2011-2012. The instruments

used in data gathering were the evaluation form for students, survey questionnaire for parents and teachers, and checklist for both teachers and administrators. These were analyzed using percentages and interpreted descriptively.

There were several strengths that were evident in the program when it comes to Assessment, Remedial Approaches, Remedial Materials and School Effort. In terms of Assessment, there was a variety of information and data gathered to determine the students who will be part of the program. Monitoring of these students was done continuously during instruction to aid in the planning and preparation of refining future activities of the students. Almost 78% or 11 out of the 14 items were given perfect scores by each of the respondents.

The approaches used by the English BASICS teacher is one major factor that enhanced the learning of these struggling readers. Effective teaching and modeling properly scaffolded the acquisition of new learning of these students. 50% of the indicators regarding the remedial approaches were effectively implemented by the English BASICS teacher.

Remediation materials are of high interest to the students and a lot of opportunities were given to them to practice new skills learned. 62% of all the indicators evidently showed adequate materials presented to the students during its entire implementation.

The administration gave full support to the program and provided for the necessary feedback, which will make them plan to ensure appropriate application of the assessment and evaluation processes needed by the students. 64% of these indicators

showed constant monitoring of the administration with regards to the needs of the program.

With these strengths, the respondents also stated some weaknesses which they think need to be addressed to make the program a success. They considered three quarters are not enough for BASICS class since they start their class only after one quarter. With regards to the encounters given to the students, the teachers lacked time to really teach them the basic skills since they have to follow the lessons indicated in their curriculum, which is similar to that of the regular class. The students also said that they wanted more activities to be given to them to practice what they have learned. Parents need to be more involved in the program as they are considered partners in the teaching of these students.

The researcher recommends the procurement of standardized Reading and Language tests for primary students. There is a need for a review of the current curriculum to that of the program's components to really suit the needs of the students with reading problems. Training other teachers to become familiar with the English BASICS Program is also strongly suggested. The researcher also recommends a thorough study of pull-out programs and see how these can be applied to Xavier School to make the program more psychologically and pedagogically sound in the area of tests and assessments. Lastly, acquiring a high quality leveled books really appropriate to struggling readers must be present in the classroom library of the English BASICS class.

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Chapter I

The Problem and Its Background

Introduction

Improving the ability of at-risk students to read and comprehend has been a priority of educators over the last years. Most English teachers would claim that low levels of reading and comprehension have been related to low academic performance. Reading is the core, once the students learn how to read and read well, they can take any material and understand it. Reading is a tool. It is defined as the ability to decode words and comprehend meaning. Furthermore, many educators think of reading as a skill that is taught once and for all in the first few years of school (Ruddell and Unrau, 2004). Then students are expected to apply what is learned in the first few years to obtain information and make meaning with text. This would be the case if all students enter school as a kindergartner with the prerequisite skills for pre-literacy.

If the child encounters problems in reading, he/she will lose interest in almost all activities, experience frustrations in school and lose self-confidence. One factor that contributed to the failures of the reading performance of the students is the inability of the teachers to give the necessary remedial measures and the use of inappropriate strategies and activities suitable to the level of the students.

To address this concern, Xavier School initiated a pull-out BASICS Program in Reading and Language since 1998 but no formal evaluation has been conducted to assess the effectiveness and efficiency of the said program. A program evaluation has

been strongly recommended by the 2008 visit of the PAASCU (Philippine Accrediting Association of Schools Colleges and Universities).

This research is an attempt to conduct an evaluation of the BASICS Program in Reading and Language of Xavier School to address the recommendation given by the PAASCU team last 2008 and was again reiterated during the 2013 visit.

The English BASICS Program

BASICS is the acronym for Basic Skills Instruction in the Core Subjects. It is a special program provided by Xavier School's Grade School Department for students who are slow readers and need to be closely monitored especially in reading and language skills. This program is in line with the school's thrust of individual care and concern for each person- *cura personalis* (Perez, 2002). It was established in school year 1998 as an intervention and a remediation. It was discontinued after five years of implementation because of the change in the school's thrust but in school year 2007, the school underwent a process of reviewing its curriculum. It wanted to upgrade its curriculum and a part of this was the expectation that all students should be readers by the time they enter Grade One.

However, the administrators saw that there were a number of students in Preparatory who had poor performance in Reading and in other subjects. As a result, the BASICS Reading Program in Grade One was revived the following school year, 2007-2008 in order to help the students who are having difficulty in reading. For the succeeding school year, 2008 until the present, the English BASICS Program was not

only offered to Grade One but to Grade Two students as well (BASICS Reading Program Manual, 1998).

The program focuses both on regular classroom and supplementary instruction. It is both an intervention and a remediation process. To help the students in their reading development, teachers provide assessments and instruction in reading to help these students with learning disabilities. The lessons offered in the program are the same as those offered in the regular Reading and Language classes, but the teaching approach and activities are adapted to the students' needs.

The primary concern of the English BASICS Program is to provide adequate instruction for students who, for some reason or another, cannot benefit from the usual methods and materials used in the classroom (Xavier Grade School, 2008, p.2).

Teachers often refer to low-achieving readers as problem readers, learning disabled or language disabled. Such labels give the impression that something is wrong with the reader. In most cases of low achievement in reading, however, the problem is not within the reader; it is encountered by the reader. Guthrie and Davis (2003) stated that struggling readers tend to be notably unmotivated. Usually, these students lack confidence in their reading capability, their ability to read or to improve their reading skills. They further suggest that struggling readers are usually extrinsically motivated rather than intrinsically motivated. These students read for grades and meeting teachers' requirements, instead of enjoying reading, seeking satisfaction of their curiosity or enjoying the challenge of a complex plot. The workload requires students to read and comprehend efficiently and effectively both in and outside the classroom in order to meet academic course requirements.

The remedial reading teacher's responsibility is to help the reader overcome the problem. When students encounter difficulty learning to read, the reactions of the teachers and parents are crucial. Attempts to apply pressure, to label, and to focus on weaknesses can complicate the difficulty. Careful diagnosis followed by instruction that focuses on strengths can enable many low achievers to succeed. Guided by the school's mission statement to assist in the total development of the person, the English BASICS program aims to (1) provide assessment, early identification and efficient diagnosis of students with prescribed learning difficulties, (2) provide focused instruction for the students and (3) provide learners coping strategies for independent and productive learning (Xavier School, 1998).

Structure of the English BASICS Program of Xavier School

The English BASICS Program utilizes a pull-out method. The English BASICS students are pulled out of their regular Reading and Language classes to form their own group with an assigned English BASICS teacher. The English BASICS class is held simultaneously with the regular Reading and Language (English) classes. It is a small group instruction. The program can only accommodate a maximum of 30 students who are furthermore divided into two clusters, the first five sections together and the last five sections together. Each cluster is met separately. Thus, there are less than 20 students in each group during classroom instruction.

The English BASICS Program follows five-program organization (See Table 1,p. 6). The first step is the initial screening and identification of possible students through the recommendations of the Grade One teachers and present English teachers. The

student's performance in the academic subjects as well as the results of their achievement tests are analyzed (OLSAT–MAT results) to initially identify and recommend students who should be invited to participate in the English BASICS Program. Students are assessed carefully through diagnostic tests. There are various forms of assessment given to the selected students to verify or confirm students' need of the program (Perez, 2002 p.13).

All the students in the level are given the Dictation and Vocabulary Tests by the Regular Reading teachers. These are non-standardized tests administered by the teachers to determine the students current reading skills. The results serve as bases for their recommendations. The OLSAT-MAT Achievement Test is also given to the students. This is a standardized assessment tool that measures the academic performance of Xavier school students in Reading, Math, Science, and Social Studies (Xavier School, 2007b, p. 2).

TABLE 1

***Time Table for the Identification, Assessment and Placement of
Students in the English BASICS Class***

Stages	Activities done by the English BASICS Teacher
Step 1	Referral are made by the Grade One BASICS and regular teachers; results of Grade One OLSAT-MAT from the Guidance Counselor; feedback from the present English teachers
Step 2	Initial Screening process – vocabulary and dictation tests given by the English teachers of their present grade level; Individual Assessments by The English BASICS teacher; interview, investigation of existing available record of the student, observation when necessary
Step 3	Consultation with parents/guardian regarding the results of the assessment (letter to parents given) Preparation of Assessment Summary
Step 4	Placement of the students in the English BASICS from Second Quarter to the Fourth Quarter
Step 5	Periodic Evaluation of the student's performance to determine his progress

Then, preliminary evaluation is conducted. After choosing possible students that can be part of the program, individual assessments are given through the Catch Them Early Handbook on Early Reading intervention (Santos, 2007). These assessments are administered by the English BASICS teacher. This preliminary evaluation provides

guidance on the kind of instructional emphasis to be given to a particular student. It also provides the general level of reading achievement of each student.

Assessment include Book and Print Orientation, Phonemic Awareness tests, Phonemic Segmentation tests, Mastery of the Alphabet Test, Listening Comprehension, Retelling Checklist, Reading Fluency, Decoding (Word knowledge), and Writing a Story (See Appendix A). Results are interpreted to come up with the final list of students that will be included in the English BASICS program. A letter to parents is sent to inform them about the results of the assessments.

Students in the program are pulled out from their regular English classes four times a week. They undergo instruction and evaluation in the English BASICS Program. A special classroom is provided for the English BASICS class. It is organized to provide optimum working conditions for overcoming the difficulties of students assigned to it (Kennedy, E., Dunphy, E. Hayes, G. et al .2012).

The framework of instruction specifies the duration and the components of the English BASICS Program (Xavier School, 2008, p.5). The program duration lasts for a period of three quarters, starting in the second until the fourth quarter. First quarter is assigned for all assessments prior to the implementation of the program. The BASICS period is held simultaneously with the Reading and Language subjects, and each subject lasts for forty minutes. Thus, the English BASICS period per day lasts for eighty minutes.

The last division of the English Basics Program is the Monitoring-Comparison Portfolio which focuses on providing a comprehensive report which includes grades, norm-referenced and criterion referenced tests and informal measures (Xavier School,

2008, pp.15-16) that will help parents accurately see their child's overall progress. Parent involvement plays an important role in the child's reading activities at home for continuing learning (Xavier School, 2008, p.16).

The Evaluation of the program uses various tools to determine the changes in the students' reading performance and reading attitude and if these changes are attributable to the program. Students in the English BASICS class are given assessments parallel to that given in the regular class but they are given the same quarterly test. Monitoring portfolios are given after each quarter and presented to the parents.

Conceptual Framework

A program may be evaluated simply in terms of whether it accomplishes its intended outcomes. People, however, also tend to evaluate a program in terms of whether they agree with what it is trying to do. What a program intends to do is reflected in its rationale. Programs with different rationales may look alike in some ways, but they will certainly differ in important ways. Thus evaluations of a program usually reflect judgments about the appropriateness of its rationale, particularly about major ways in which its rationale makes it different from other programs.

The word "evaluation" can be used to mean formal qualitative or quantitative methodologies, and it can be used more informally to indicate a review approach that is not required to fulfill strict evaluation criteria (Carnahan, D. & Levesque, J., 2005).

The following are therefore some important reasons for conducting an evaluation:

(1) To determine the effectiveness of the program, (2) to document that program

objectives are met, (3) to provide information about the delivery of the program that could benefit other audiences and (4) to enable the program developers to make changes that can improve the program's effectiveness.

Research Paradigm: Stufflebeam's CIPP Model of Program Evaluation

Stufflebeam's Context, Input, Process, and Product evaluation model is "a comprehensive framework for conducting formative and summative evaluations of projects, personnel, products, organizations, and evaluation systems" (Stufflebeam & Shinkfield, 2007, p. 325). The model originated in the late 1960s to provide greater accountability for the U.S. inner-city school district reform project. It was to address the limitations of traditional evaluation approaches. Over the years, the model has been refined (Alkin, 2004) and used by a wide range of disciplines (Stufflebeam & Shinkfield, 2007).

In education settings, the CIPP evaluation model has been used to evaluate numerous educational projects and entities (Zhang G., Zeller, N. , Griffith et al., 2011).

CIPP model was an attempt to align evaluation procedures, data, & feedback with project timetables and information requirements and serve as decision-making and accountability needs (Fitzpatrick, 2011).

The proactive application of the model can facilitate decision-making and quality assurance, and its retrospective use allows the faculty member to continually reframe and "sum up the project's merit, worth, probity, and significance" (Stufflebeam & Shinkfield, 2007, p. 329).

There are many different definitions of evaluation, but one which reflects the CIPP approach is the following:

Program evaluation is the systematic collection of information about the activities, characteristics, and outcome of programs for use by specific people to reduce uncertainties, improve effectiveness, and make decisions with regard to what those programs are doing and affecting.

(Patton, 1986:14)

CIPP's Four Main Types of Evaluation

1.Context Evaluation

Context Evaluation includes examining and describing the program context and the target population and its needs. Evaluation contexts also try to evaluate the premature conditions and needs in a situation. This will produce the issues, exposure of problems and to indicate the limits to create a program. The main purpose of this evaluation is to measure, translate and authenticate the progress of the program. Furthermore, the purpose of this evaluation is also to identify the weaknesses and strengths of some object such as the institution, the program, the population/individual target, and also to prepare the indicator for changes. The results that have done will become the indicator to fix the mission that already exists and to indicate changes in the program. (Stufflebeam, D. J., & Shinkfield, A. J. 2007).

2. Input Evaluation

Input Evaluation includes activities such as a description of the program inputs and resources, comparison of how the program might perform compared to other programs, and evaluation of the proposed design of the program. It also includes and examination of what alternative strategies and procedures for the program should be considered and recommended. In short, this type of evaluation examines what the program plans on doing. It helps in making program-structuring decisions.

3. Process Evaluation

Process Evaluation includes examining how a program is being implemented and monitoring how the program is performing. It also involves identifying defects in the procedural design or in the implementation of program (Feedback responsiveness). In this stage, program activities are monitored, documented and assessed by the evaluator (Fitzpatrick et al., 2011; Mertens & Wilson, 2012). Primary objectives of this stage are to provide feedback regarding the extent to which planned activities are carried out, guide staff on how to modify and improve the program plan, and assess the degree to which participants can carry out their roles (Stufflebeam, 2003).

4. Product Evaluation

Product Evaluation includes determining and examining the general and specific outcomes of the program (i.e., which requires using impact or outcome assessment techniques. Product evaluation assesses the positive and negative effects the program had on its target audience (Mertens & Wilson, 2012), assessing both the intended and

unintended outcomes (Stufflebeam, 2003). Both short-term and long-term outcomes are judged. During this stage, judgments of stakeholders and relevant experts are analyzed, viewing outcomes that impact the group, subgroups, and individual. Applying a combination of methodological techniques assure all outcomes are noted and assist in verifying evaluation findings (Mertens & Wilson, 2012; Stufflebeam, 2003). Product evaluation focus to the result of the program after it is finished. It determines outcomes and helps promote and document success (Stufflebeam, 2007)

The CIPP model will be the basis of evaluating the effectiveness of the English BASICS program of Xavier School. Figure 1 shows the relation of each evaluation in addressing the different questions formulated for this research. The goals of the English BASICS program will form part of the context evaluation. It includes the program context and the targeted population. It will also look into whether the program goals are sufficiently responsive to the needs of the struggling readers. This is followed by the design plan to be used to evaluate the different parts of the program. It examines what alternative strategies and procedures should be considered and recommended that will help in program structuring decision. Third, process evaluation looks into the different areas of the program and how they are being implemented through the different instruments presented to the administrators, teachers and students. Finally, the product evaluation presents the outcome of what transpired during the implementation of the different strategies for the program. It determines the general and specific outcomes of the program thereby knowing its worth and merit.

By applying these four concepts of evaluation, the researcher would be able to gain valuable insights into the effectiveness of the program and how the information can be used to improve it in the future.



Figure 1, Stufflebeam's CIPP Evaluation Model (2007)

Statement of the Problem

With the background of the program in mind, this study aims to evaluate the Xavier School 's English BASICS Program for school year 2011-2012. The research paper addresses the following questions:

1. What are the strengths and weaknesses of the program in the following areas:
 - a. Pre- Assessment
 - b. Implementation
 - c. Evaluation
2. How effective was the English BASICS Program as determined by the grade two students participating in the program?
3. How effective was the English BASICS Program as determined by the parents of students participating in the program?
4. What areas in the program need revision and improvement?

Significance of the Study

The English BASICS Program has been part of the Grade School program for a number of years, but no significant study was made regarding the evaluation of the said program. This study aims to look into that to find out whether the program is still effective or not in terms of giving assistance to students. This study will be valuable to the following groups:

Stakeholders – The administrators of the school can use the results of this study to further enhance the present program and address the needs of struggling readers. It will serve as a source of information for a more effective Reading Remediation Program.

English teachers - The results of this study can aid the teachers in designing appropriate and well-planned instruction suited to the level of the students. This will help develop reading skills especially of the struggling readers.

English BASICS teacher – The future BASICS teacher will have a thorough background on how to develop a high quality program that is research based.

Struggling readers - These students will be assured of a program addressing their needs.

Parents – This will be an opportunity for them to become involved in the students' academic performance by showing their support to the program and attending to the needs of their children who have special needs.

Future Researchers – It will also serve as a reference for further study and improvement of similar program in the future.

Scope and Delimitation of the Study

This is a study on the evaluation of the English BASICS Program of the Grade Two students of Xavier School for school year 2011-2012. It is a descriptive survey that used the Data Triangulation Method of evaluation specifically that of the use of multiple sources of data. However, the results of this study can still be utilized for the improvement of the English BASICS Program in the future.

The study was conducted in Xavier School and limited to the Grade Two BASICS students for the school year 2011-2012 only. There was only one BASICS teacher who handled the students in the said program.

The 30 students who were selected for the study were selected based on the requirements set by the program. To be part of the English BASICS program, students get unsatisfactory results in the different assessments given to them, and they were recommended by the Grade One and Two Reading teachers of the regular class. The researcher did not have a control over the respondents.

Definition of Terms

In order to establish an effective channel of communication between the researcher and the reader the following terms are defined operationally:

Evaluation is defined as a systematic process designed to describe and judge the overall impact and value on an intervention for purpose of making decisions and advancing knowledge.

Program evaluations can involve ongoing monitoring of programs, or one-time studies of program processes, outcomes, and/or program impact.

Reading difficulty refers to the inability of a child to read printed materials as manifested by having poor comprehension and speech defects. It refers to specific lack of skills that prevent the pupil from reading effectively.

English BASICS Program is an intervention program implemented by Xavier School for those students having difficulty in reading. It is a pull out program and a small group instruction (Xavier School, 2008,p.3).

BASICS Students are Grade one and two students under the English BASICS Program. They have one English BASICS teacher from the second to the fourth quarter of the program's implementation. In this study, the English BASICS students were composed of all the Grade Two students in the English BASICS Program.

English BASICS Teacher is the English teacher assigned by the administrator to handle the class for three quarters during the school year.

Parents' Survey is a survey designed to analyze parents' opinion about the effectiveness of the English BASICS program.

Chapter II

Review of Related Literature and Studies

This chapter discusses effective early intervention, the different reading remedial programs, related local studies and foreign studies which are related to the present study.

Related Literature

The future success of children lies in the ability to read fluently and understand what is read. Why must school find ways to deliver intensive interventions to some of their students? Studies show that at least one out of five students has significant difficulty in reading acquisition (Therrien, 2004). When children come to school, they are very diverse both in their skill and preparations for learning to read. Students whose preschool learning experiences do not prepare them well for learning to read need more intensive instruction to fill in the gaps in their new knowledge and skills. Students with low ability in certain language domains are required to undergo an intensive instruction because they learn critical reading skills more slowly than other students. Providing remedial reading programs is imperative to improve both reading fluency and reading comprehension, particularly elementary school students because fluency and comprehension are particularly important at this stage of development and early intervention can impact the progression of reading difficulties.

Additionally, research indicates the risk for difficulties in reading comprehension is higher for males than females (Linnakyla, Malin, & Taube, 2004), suggesting the importance of ensuring the availability of remedial reading programs for male students. Incidentally, this research has subjects coming from an all boys grade school.

Thus an effective reading intervention is the key to helping students to become readers. Teaching reading intervention is qualitatively different from teaching beginning reading. By definition, the initial reading instruction was not successful to a sufficient degree, so things must be done differently to improve chances of student's success.

Although it has many different elements and can be used differently to cater to the needs of individual students, reading intervention is basically noticing someone who finds reading difficult, and helping them either on their own or in a small group of people with similar problems. A variety of techniques are used to address the main issues the student is having, mainly through phonics, comprehension and vocabulary.

Early reading intervention programs are the most common type of reading intervention and there is widespread agreement that early identification and treatment is the most effective course of action for the prevention of learning disabilities in reading (Kame'enui, & Simmons, 2003).

Problems with reading tend to begin at the onset of reading instruction, persist, and become more severe with the passage of time (Graney, 2000). One of the main difficulties a student may face as a result of being unable to read properly is lack of confidence. Trying to keep up with the mainstream group but being able to do this can cause emotional strain, feeling of inferiority, and as if you're not as smart as the rest of your class. To correct this, one of the biggest aims of reading intervention is to

restore the confidence of slow readers. This takes time but given a lot of effort, this can be done. It demands a lot of patience on the part of the teacher who will handle such intervention, as well as the ability to teach the students at their own intervention programs can also be provided to students whose first language is not English which helps to conquer language barriers by helping students, by improving their fluency and awareness of English.

There is a substantial body of research validating practices that have the potential to prevent reading difficulties (Ehri, Nunes, & Stahl, 2001). A balanced literacy program that emphasizes phonological awareness, language development, and comprehension embedded in a literature –based approach (Foorman & Torgesen, 2001) can be the foundation for an effective reading instruction especially those who are at- risk for reading failure. Instruction must be both focused and comprehensive, which requires that teachers be able to accurately assess student needs and thereby plan and deliver instruction based on that assessment. If not, it is tantamount to saying that the students will not master the necessary skills to become proficient readers.

Effective Early intervention

Early intervention in the primary grades can prevent reading problems for most children and significantly reduce reading disabilities. Early intervention allows students to get help before reading problems become entrenched and complicated by self-concept issues. It can impact how children think, how they learn, and who they are, changing the lives of tens of millions (Denton, C. & Mathes, P. 2003, p. 1).

The early literacy skills that have been demonstrated to accurately predict risk in young children include; phonemic awareness (the ability to search the individual sounds

within words), knowledge of letter names and sounds, speed of lexical retrieval measured through the rapid naming of objects, colors, digits, and letters. Early identification and intervention solve most children's reading problems. Intervention is most effective when it occurs as early as first grade. When children at risk for reading failure are identified early and provided with systematic, explicit, and intensive instruction, they can learn to read at average or above levels (Gagen, 2007, p.5).

Scientific research on reading has identified a number of important characteristics of an effective intervention for students who are at-risk for reading difficulties. Intervention should be offered as soon as it is clear that the student is lagging behind in the development of skills or knowledge critical to reading growth. The intensity of instruction for struggling readers must be increased which is accomplished by increasing instructional time and reducing the size of the instructional group. This allows the instruction to be focused on the needs of the students, and allows the students to have more opportunities to respond and receive feedback.

Intensive interventions work best when they are provided with differentiated and targeted instruction in small groups during part of the 90 –minute block, but they will not be able to provide enough of this kind of instruction to meet the needs of the most at risk students. The power of intervention during 'small group time' within the 90 –minute block can be greatly strengthened if the principal identifies other teachers who can come into the classroom and work with some of the groups while the classroom teacher works with others.

Another way to provide intensive interventions for struggling readers is to work with them in small groups outside the regular scheduled reading block. In this model,

intervention instruction must be well coordinated with the instruction the students are receiving in the classroom. Although the intervention may be guided by a different program than the classroom core reading program, the way that reading skills and knowledge are taught should be consistent with the instruction provided in the classroom. For example, students should not be taught one method for analyzing words in the classroom, and a very different method in their intervention classrooms.

Instruction in the classroom and in the intervention group should be complimentary and mutually reinforcing. Intervention teachers should meet regularly with the classroom teachers to discuss student progress ("Intensive Reading", 2006). They must provide the opportunity for explicit (direct) systematic instruction and practice along with cumulative review to ensure mastery. For nearly a decade there has been a growing consensus that beginning readers, especially those at risk for reading failure, need instruction in specific skills such as how to manipulate phonemes, which are the smallest unit of speech.

Explicit and systematic instruction is defined by the following components: (a) skills are introduced sequentially, in isolation, and students are then provided opportunities to practice these skills; (b) redundancy is embedded in the intervention, providing for guided and independent practice; and (c) students are actively engaged in student-directed activities (Linan-Thompson & Hickman-Davis, 2002). When it comes to failing readers, ordinary class teaching is not enough and specialist interventions are required (Brooks, 2007; Singleton, 2009). Structured specialized tuition for failing readers is more effective than eclectic approaches. This is not to suggest that there should not be a balanced approach to the various elements of a literacy curriculum but

to emphasize the importance of targeted teaching that is structured, explicit and systematic. Such teaching can involve the purposeful use of a range of strategies.

Scientists have found that young readers need to develop the ability to hear and manipulate sounds prior to being able to make sense of printed symbols (Foorman, 2003). This auditory skill is called phonological awareness. Along with this, readers need to learn to connect those manipulable sounds with their respective printed form. This skill is termed “alphabetical principle”. The NRP report (2000) repeatedly refers to the effectiveness of systematic approaches, particularly in the teaching of phonology. Singleton (2009) emphasizes the need for instruction that is systematic and intensive. Singleton goes on to define systematic teaching more closely as, ‘structured, cumulative and sequential’ (p.20). Lingard (2005) also argues for clearly focused intervention and demonstrates how this can be done for students starting post-primary school with low attainments.

Young learners need frequent opportunities to practice these skills and thus develop reading fluency along with vocabulary knowledge and text comprehension strategies. Reading fluency refers to reading with speed, accuracy and proper expression (Mckenna & Stahl, 2003). It is a prerequisite to reading comprehension. These skills are necessary to be a good reader. By contrast, deficits in any of these areas hinder students’ reading development. But knowing the specific reading deficiencies is crucial. Using prescriptive diagnostic assessments that will produce the data needed to inform instruction is the one non-negotiable prerequisite.

Teachers need to know exactly where their students are to take them to where they want them to be. Once administered, the reading teacher is confronted with the

“snowflake phenomena”. No two remedial readers are exactly alike. One has no phonemic awareness; one does not know phonics; one does not know how to blend; one lacks fluency; one is vocabulary deficient; one has poor reading comprehension; and one has poor retention. Early intervention is critical for participants who are at risk for reading failure. (Cihon, Gardner, Morrison & Paul, 2008). Studies have examined the use of early intervention to improve the reading ability of young readers at risk of reading failure.

Remedial reading is not just skills instruction or extra reading practice. Effective reading intervention involves both content and process. Reading is both the “what” and “how”. The students themselves determine the “what” through their diagnostic assessments. The teacher decides the how through differentiated instruction. The teachers organize instruction around the big ideas in beginning reading. These are the fundamental concepts and principles that help students gain the broadest knowledge within an academic area, such as beginning reading, most efficiently. Big ideas focus on the most relevant aspects of reading instruction. Teachers who implement such reading intervention must be well-trained and well-versed in the social impacts of academic achievement. Effective reading instruction must be explicit, intensive and systematic. By explicit instruction, teachers teach specific reading skills that help students acquire knowledge to decode print. Intensive instruction provides students more learning opportunities through increased repetition of previously learned skills. This concept is also referred to as spiraling. Systematic instruction requires a teacher to sequence instruction so that each skill builds upon the one previously taught. This concept is also referred to as scaffolding (Chard, et al., 2006).

A basic reading instruction program for poor readers and those with learning disabilities should employ an intensive and structured reading approach based on both direct instruction and mastery learning. The critical elements of a reading instruction program should focus on specific teaching strategies identified by experimental research as important to improving the reading fluency necessary for effective comprehension.

Vocabulary knowledge has long been recognized as foundational to reading comprehension. The goal of vocabulary instruction is to help students:

- a. develop and apply vocabulary knowledge
- b. connect new vocabulary to existing knowledge and experience
- c. understand text
- d. develop better use of strategies to figure out new vocabulary independently

Effective vocabulary instruction provides both definitional and contextual information about the meaning of new words. It also involves students in the active learning of new words and offers multiple exposures to meaningful information about words and related words (Linan-Thompson et al., 2002). Struggling readers often read less, have less exposure to print and therefore have limited sight vocabularies. (Rief and Stern, 2010). The more a student reads, the greater the chances are that the student will recognize frequently occurring words automatically. We recommend that teachers teach high frequency words to struggling readers to the point of automaticity.

A significant element of a reading intervention program is its provision for teacher feedback on student errors on oral reading tasks. The remedial reading strategy is likely successful because it incorporates feedback from the instructor to the student reader.

According to Crowe (2005), studies show feedback given during oral reading improves children's word accuracy, reading comprehension and fluency. Intervention programs involving comprehension- building skills, like remedial reading strengthen vocabulary (McCardle et al., 2001). This method of practice increases language skills and builds general knowledge setting a foundation for basic life skills.

Fluency as another element of reading intervention program refers to the speed and accuracy with which a student reads text orally (Chard, Vaughn, & Tyler, 2006). The best-known oral reading method for developing fluency is the method of repeated readings. In this method, the reader practices reading a short text passage until he or she reaches a predetermined level of fluency.

In addition, studies generally indicate an increase in fluency leads to an increase in comprehension and vice versa (Vaughn et al., 2000). Future research should seek to determine the number of repeated reading trials as well as the specific criteria for repeated reading that lead to the greatest gains in fluency (Chard, et al 2006).

Effective interventions require skillful teaching. The importance of teacher education (both initial teacher education and continuing professional development) is another consistent finding of the research (NRP, 2000). As Hall and Harding (2003) say, 'Many curriculum approaches and packages have been found both to work and to fail; what seems critical is the skills of the teacher' (p1). The National Reading Panel (2000) reported that 'in-service professional development students who will be suited for reading intervention programs are usually recommended to teachers who specialize by

their own regular teachers. The most effective intervention teachers are likely to be those with the most training and experience.

However, in the absence of well-trained and experienced intervention specialists, less experienced teachers can deliver effective interventions if they are trained to use a well-developed, explicit, and systematic intervention program. The less experienced the teacher, the more structured and ‘scripted’ the intervention should be. The principals may need to make difficult decisions within their school budget to find the funds to pay the salaries of teachers to provide intensive interventions to K-3 students. In fact, one of the principal’s most creative challenges is to identify resources that may already be available in the system to provide effective interventions for students who are struggling in learning to read. It is critical that someone in the school level be responsible for ensuring that intervention programs be implemented regularly and with high degree of fidelity. The very best intervention programs are only as good as the level of their implementation with students. If the quality of instruction is not regularly monitored by someone who knows the program, the effectiveness of the intervention will be diminished. The strong motivation on the part of the teachers and school leaders to be relentless in their efforts to leave no child behind is one of the key aspects in developing and maintaining an effective intervention (Intensive Reading, 2006 p.5).

A similarly reliable system for monitoring the effectiveness of intervention involves the repeated administration of same tests used in the original identification of the students to receive interventions. Programs and materials to guide the interventions should be consistent with scientifically based research in reading.

Reading Intervention Program

Remediation programs have helped some struggling children learn to read and write. However, they have not been helpful to all students. Educators need to search for more effective ways of reaching even more learners. Recently there has been more focus on preventing early school failure. Researchers agree that if instruction for struggling students is to be beneficial that support needs to begin early, as soon as difficulties emerge. It is much harder to help children if problems are detected later.

When children are identified early for reading problems, schools can provide the necessary intervention. Early intervention and quality instruction are the keys to helping more learners be successful (Ziolkowska, 2007, p. 76).

This research study aims to look into the effectiveness of the program as to the benefits given to the students. Moreover, the feedback from the English BASICS teachers and administrators will also determine the changes that need to be done for the said program.

Peer Reading (Topping, 2000)

Peer reading is a well-known approach. Broadly speaking, those who need help with reading are matched with a non-professional who assists by reading to the learner, reading alongside the learner and then listening to the learner read in a graduated system of support. There are various models of peer tutoring, including cross-age peer tutoring and class-based peer tutoring. Procedures for correcting errors and giving frequent praise are specified. Peer reading is reportedly cost-effective in terms of

teacher time, but needs on-going organization, including the training of tutors, monitoring of progress, and maintenance of the program.

Peer reading is one of the most comprehensively researched interventions. Given these and similar research findings here are some reading intervention programs that show evidence of high standards, effectiveness, replicability and support structures. Each particular program has its own strengths and weaknesses but are promising for raising student achievement especially in low performing schools.

Peer Reading is one of the most comprehensively researched interventions available. Brooks (2007) reports on studies involving 2,372 students in 155 projects in 71 schools. Ratio gains of 3.3 in reading and 4.3 in comprehension were reported. As Topping (2000) noted, the general picture in published studies is that peer readers progress about 4.2 times 'normal' rates in reading accuracy, during the initial period of commitment.

Research in Ireland found that this approach was effective with students with a mild general learning disability. In this study of cross-aged peer tutoring, data was collected for 30 'helpers' and 18 'learners', attending a special school. Those involved in peer tutoring made twice as much progress as that of the control groups (Nugent, 2001). Nugent and Devenny (2008) reported on a peer reading scheme in a secondary school in Ireland. It was found that helpers make the most significant progress, making twice as much progress in reading over the course of the intervention, than did a comparison group.

Early Steps (1999)

Early Steps (ES) is an early intervention /tutorial program in Reading and Language Arts for first grade students who are at-risk for reading failure. This was recently developed by Dareell Morris, a professor at Appalachian State University and developer as well of the Howard Street Tutoring Program for second and third grade students (American Federation of Teachers, 1999, p. 9). Each Early Steps session lasts 30 minutes, which aims to catch and correct reading problems before students enter the post-primary grades and begin to experience real failure. Early steps employ a balanced approach to the teaching of reading, incorporating explicit instruction in phonemic awareness and phonics, as well as the reading of new books at their instructional level. Rereading familiar texts, writing and learning problem-solving strategies that can be used to tackle difficult words.

According to the American Federation of Teachers (1999, p.9), the only independent study of Early Steps was conducted in Kalispell Montana. All students in the study were performing in the lowest 20th percentile of their class in reading and other related tasks. Students were assigned to two matched groups, receiving different types of tutorial interventions. After one year, students who have been taught using Early Steps significantly outperformed their peers in reading assessments. Early Steps' apparent effectiveness can be attributed to its balanced and comprehensive approach to reading instruction-an approach that provides the lowest-achieving students with individualized attention from and practice with trained and certified tutors.

The Early Reading Intervention Curriculum (ERIC)

The Early Reading Intervention Curriculum (Simmons & Kame'enui, 2003) was selected because it (a) is designed to teach early literacy skills, and addresses the skill deficits of students at the bottom quartile of class, and (b) teaches phonological and phonics skills in an explicit, direct, and systematic manner. A typical lesson consisted of approximately six activities, which were scripted and based on the model-lead-test approach. The teacher modeled each activity before asking the students to practice and then respond independently. Activity one was alphabetically based and introduced the target letter and sound. The suggested time for this activity was 2 to 3 minutes. Activity two was phonologically based and taught students how to isolate initial sounds. This activity was scheduled for 6 to 7 minutes. The third activity, which would take 2 to 3 minutes, was a review of the first activity and reintroduced the target letter and sound.

Activity four, titled "Writer's Warm-Up," required students to first trace the letter and then independently write the letter while saying the letter sound. Two to 3 minutes was suggested for completing this activity. The fifth activity, which integrated phonological and alphabetical skills, reintroduced the target letter and required students to match it with the first sound in a picture. Again, 2 to 3 minutes was the suggested length of time for this activity. The final activity, suggested to last 6 to 8 minutes, targeted students' phonological and spelling skills. In this activity children were to show a connection between the sound for the letter and the written letter.

Read Right (2004)

Read Right (Tadlock, 2004) is a copyrighted, commercially available program. The theory of Read Right (RR) is one of constructivist, that is, meaning will be constructed through learning to predict context of the literature being read. Read Right (RR) assumes that the purpose of reading is to construct meaning and that learning to Read is an implicit, rather than an explicit, process” (Scott, et al, 2010). Reading is learned through hearing fluently read text and then practicing by reading orally.

Twenty years of testing and research conducted by the developer of Read Right (RR) examined the neurological synapses of the brain when learning (Tadlock, 2004). Students involved in the remedial reading program work on skill building in the areas of fluency and comprehension by retraining neural pathways of the brain through repetition. Four components are used in this reading program’s strategy. They include (1) excellent reading component), (2) coached reading component, (3) independent reading component, and (4) critical reading component.

Reading Program

A reading program is a plan of procedure in reading organized in fulfillment of general objectives and conducted deficiencies.

Components of a Reading Program

The Reading and Language Program utilized the Four- Pronged Approach. It is a literature- based approach to reading and language learning which was first developed by professor Basilisa Manhit of the College of Education, University of the Philippines

and further developed by the faculty of the same university (Laudiano, 2007). It is a holistic method of teaching reading that provides adequate opportunity for developing all the reading skills as the four prongs are implemented. The four prongs are discussed by Laudiano (2007).

1. Genuine Love for Reading (GLR)

The objective of the first prong is to develop deep and lasting love for reading. This includes finding a good and interesting story that is suitable to the child's age, interests, and vocabulary level. Unlocking of difficulties, tapping the child's schema, and creating purposes for reading will also help develop a need and desire for him /her to read or listen to the story. The main activities in the GLR are the pre-reading and during reading activities. The activities include developing concepts and vocabulary and setting the motivation and motive for reading.

2. Critical Thinking (CT)

The second prong aims to train the children to make careful reflections about the story. They answer questions that eventually lead to the unfolding of the story's message. The children gradually arrive at their own understanding of the story through the teacher's guidance. As they develop their vocabulary, attention span, and listening comprehension, they also improve their critical thinking which, when applied daily, becomes a habit. In this prong, post-reading activities that will develop reading comprehension are employed.

3. Mastery of the Structures of the English Language

The third prong enables the child to practice newly learned language structures found in various literatures. When the child reads a story or poem, he is exposed to examples of good language, which he can adopt in his own personal conversations. The children can discuss common literary experience and at the same time practice these language structures without undergoing a formal language. The prong is also called Grammar and Oral Language Development (GOLD). The lesson plan structure of GOLD allows the teacher to model the use of Language, help children make generalizations, and gives them time to practice the newly acquired language form.

4. Transfer Stage

The last prong aims to motivate the child to read on his own. It usually starts with phonemic awareness lessons. The lesson plan structure of the last prong focuses on developing the decoding, encoding, and comprehension skills of the children. This includes oral work, writing activities, seatwork, sentence writing, worksheets, journal writing, independent reading and guided reading (Xavier School, 2008, p. 6).

The English BASICS Program on the other hand comprises the Fluency Development Lesson where fluent readers read at a pace that encourages comprehension. They are able to read most words in the text with ease and are able to pay attention to the punctuation. Fluency Development lesson aims to maximize students' engagement in authentic reading for a short period of time. First, the teacher models the proper way to read the passage. Then, the class reads along with the

teacher several times with varying antiphonal and echo styles. Afterwards, the students divide into pairs for practice and to give assistance to their partners. Lastly, the students bring their passage home for further practice.

Phonological Awareness is also an integral part of the English BASICS program. Phonological Awareness (PA) is defined as the “ability to understand and use the sound system of our language” (Allor, 2002, p.47). PA is an oral language skill and requires the ability to orally segment syllables as well as small units of sounds known as phonemes. Phonological awareness is a precursor to understanding the relationship between sounds and symbols. In order to successfully read, students must be able to segment sounds as well as blend them together to make words. PA typically begins with teaching children to identify rhymes and separate syllables. Eventually, students are expected to segment and blend sounds as well as add and delete sounds. All of these skills are necessary to effectively read.

Vocabulary Development is one of the important aspects too, of the program. It is learning new words that are critical to understanding the text. There is a direct correlation between vocabulary and comprehension. Rich and varied reading with a focus on vocabulary is the best way to enhance students’ vocabulary development (Anderson, 2004, p. 44). It is learned deeply through active processing and discussion in order to understand the concept better. The process of making connections also allows the students to think deeply about these concepts. Class discussions are used in encouraging deep processing.

Explicit teaching of spelling is considered necessary especially for those who find it very difficult. A multi-sensory approach is used to allow the learner to use all his

senses to remember the spelling of the word. The procedure includes looking and reading the word, visualizing, looking again, covering the word, writing the word and checking the spelling. Aside from this, sentence dictation is utilized to help children remember the spelling of the word. The target words are imbedded in the sentences.

The last skill in the framework of instruction of the English BASICS program is Handwriting. This is a craft with specific sub skills to master. However, there are children who find it hard to produce neat and legible handwriting because they lack the needed fine motor skills. Additional problems include lack of stamina and poor muscular coordination.

The six components mentioned above comprise the framework for instructions of the English BASICS Program (See Table 2, p.37).

Remedial Reading Program

Remedial Reading Program is a plan of procedure in reading for the fulfillment of the general objective of conducting reading treatment for deficient readers. What is essential in remedial reading is helping the learner change his feelings about reading.

Firstly, the poor reader should be aided to feel that he is liked, appreciated, and understood. Secondly, success experiences are needed to supply the basis for overcoming the negative after effect of frustration and failure. Finally, the learner should become involved as fully as possible in the analysis of his reading problem, the planning of his own reading activities and the evaluation of results

TABLE 2**English BASICS Program of Xavier School**

Student Activity	Day 1	Day 2	Day 3	Day 4	Day 5
Phonemic Awareness and Sight Word Reading	10 mins.	10 mins.	10 mins.	10 mins.	10 mins.
Phonics and Vocabulary Development	15 mins.				
Spelling and Dictation	5 mins.	5 mins.	5 mins.	5 mins.	
Transfer Stage Oral work Writing Act. Seatwork Sentence writing Journal writing Independent reading		15 mins.	15 mins.		
Penmanship					20 mins.
Copying of Homework	5 mins.	5 mins.	5 mins.	5 mins.	5 mins.

Remedial Reading Goals

Effective remedial reading program has characteristics based on the development of a friendly, warm, comfortable relationship between teachers and pupil. It employs suggestions and reassurances to encourage the child to express the faith of the teacher in the child's ability to learn and improve. It provides the child with a feeling of security that the adult knows what he is doing and can be relied on, and at the same time offers the child with some choices in the selection of activities (Matienzo, 1999, p. 46).

Remedial Reading Instruction

Elements of Effective Reading Instruction

In terms of the content of an effective reading instruction, it is clear that the following elements should all form part of an effective program (National Reading Panel [NRP], 2000 & Singleton, 2009):

- Phonemic awareness and the teaching of phonics
- Decoding and word studies, including the learning of a sight vocabulary
- Language development, to include vocabulary development
- The explicit teaching of comprehension strategies
- Meaningful writing experiences
- The development of fluent reading by reading and rereading familiar texts
- A wide-range of reading materials
- Opportunities for both guided and independent reading

The purpose of the remedial reading program is to provide instruction within the regular classroom setting for children who have experienced learning gaps. For bigger

schools, a separate remedial reading center is provided to overcome the reading difficulties of an individual or a small group.

Remedial reading should be given importance in every school setting in order that the non-readers can keep pace with their daily reading task.

Related Local Studies

Reyes (2010) studied the effects of the Scholastic Phonics Reader (SPR) on the comprehension skills of St Paul's grade one students who had reading difficulty. Reyes used an experimental pretest –posttest control group design. Their lexile score in the pretest and posttest of the Scholastic reading Inventory (SRI) were compared to determine if there was a significant difference in their mean scores. The SRI, a computer-adaptive reading assessment test, was also used to identify the students who had reading difficulties. Based on their lexile scores, sixty grade one students were randomly selected to participate in the study. The t test for two independent samples was applied to the pretest scores of the experimental and control group in order to establish that the pretest scores were not significantly different and that the two groups were comparable before the experiment. For the treatment, the students in the experimental group received the SPR to help them increase their comprehension skills while those in the control group had independent reading using the Scholastic Reading Skills Kit, which was part of the regular reading curriculum of the school. The SPR program has four components, namely, phonemic awareness, connection between sound and symbol, story comprehension and dictation, while the Scholastic Reading Skills Kit contains booklet with stories and questions for students to answer on their

own. These findings showed that the systematic and explicit reading instruction of SPR, when used in supplement with the existing reading instruction, resulted in improved reading comprehension skills of at-risk grade one students. The students who received the SPR had more practice decoding words, reading high frequency words, answering comprehension questions, and making predictions.

Elicano (2007) compared the reading and listening comprehension of three types of learners—fast, average, and novice—using narratives that target skills on getting the main idea, making inferences, sequencing events, and noting details. The participants in this study were 120 third grade students of St. Scholastica's College. Three groups were formed- fast, average, and novice based on their academic performance during the previous school year and achievement test results. They were randomly selected either to read silently or listen to a taped recording of four narratives. A student's level of comprehension was determined on a multiple-choice test taken from the same book where the narratives were lifted, *Developing Reading Power 4*. It was found out that students comprehended better in reading narratives that test skills on inferencing and getting the main idea while those who listened to narratives performed better in sequencing events and noting details. The results also showed that fast learners comprehended better when they read the narrative while average and novice learners understood better when they were listening. Further analysis of the results showed that the fast group comprehended better in listening. This shows that less skilled readers rely more on listening in order to learn.

Capati-Echevarris (2008) investigated the effects of interactive storybook read-alouds on the reading comprehension and vocabulary knowledge of academically at-

risk grade one students in Kamuning Elementary School. Sixty 7-year old grade one students were randomly assigned either to the control or experimental group in the study. In order to measure the comprehension and vocabulary knowledge of the participants, a researcher-made test was administered before and after intervention. The t-test for two independent means was then used to compare the pretest and posttest scores of both groups. The results of the study showed daily interactive read-alouds, when used in supplement to the existing reading instruction, improved the reading comprehension skills of at-risk grade one students. The academically at-risk students in the experimental group exhibited higher comprehension skills than the participants in the control group because the former had more practice and exposure to different comprehension strategies such as prediction, sequencing events, and putting oneself in the character's shoes. This helped improved their listening skills and higher order thinking skills.

Gloria-Fernandez (2005) did a single-subject experimental study combined with group analysis to determine the effect of the Restructured Approach in Developing Early Reading Skills (READERS), patterned after the Catch Them Early Program, to four grade one students at risk for reading failure. The READERS session is composed of recreational reading, word identification, journal writing, and pre-reading activities.

Mean scores of the small group setup were compared with those of the individual subjects in the one-on-one setup to determine which subjects made more gains after the intervention. The study found out that READERS improved the reading proficiency of the four grade one students in terms of book awareness, print awareness, mastery of

the alphabet, phonemic awareness, textual read aloud, comprehension, and journal writing.

Villanueva (2012) also made a study comparing the reading achievements gains of Grade one students in an intervention and a regular class. This study made use of the Achievement test in Reading (ATR) composed of 48 items, which covers competencies on phonological awareness, word identification, and reading comprehension. It is evident that the regular students showed a significant improvement in their reading achievement in all of the reading components in the posttest. Those students in the intervention program also showed a significant improvement in their reading achievement in the posttest. There is no significant difference between the reading achievements of the students in an intervention with that of the regular students. Both groups showed better performance in the post-test than in the pretest.

The aforementioned studies reviewed by the present researcher are all significant and related to the objectives of the present study.

Related Foreign Studies

Interventions combining phonically based reading instruction with phonological training are generally effective for children with reading (decoding) difficulties. However, a minority of children responds poorly to such intervention. The study made by Snowling, et al (2008, p. 319) explored the characteristics of children who showed poor response on reading intervention and aimed to improve their literacy and language skills by a new theoretically motivated intervention. Twelve 8-year old treatment poor responders with severe and persisting reading difficulties participated. A 9-week reading

intervention incorporating reading, phonological and vocabulary training was implemented. Before the intervention began, the children showed almost no progress over 6 months of regular classroom education on measures of oral and literacy. Consistent with what is already known about the causes of reading difficulties, the poor respondents in the present study displayed significant weaknesses in phoneme awareness skills (Nelson et al., 2003). Their difficulties extended to non-phonological language skills including vocabulary, grammar and expressive language. To achieve this aim, the researcher selected children who had shown a poor response in a randomized controlled trial of Reading Intervention (Hatcher et al., 2006). In this study, 74 children (representing the bottom 8% of the population for reading development) received daily instruction, delivered by a trained teaching assistant (TA) for either 10 (waiting group) or 20 (experimental group) weeks. The present intervention, "Reading with Vocabulary Intervention" (REVI), is a fusion of two established methods of language instruction: *Reading Intervention* (Hatcher et al., 1994, 2006) and the robust vocabulary instruction method devised by Beck, McKeown and Kucan (2002). It was hoped that an intervention combining oral reading linked to phonological training together with vocabulary instruction would prove effective in ameliorating the reading problems of this group of poor responders. In conclusion, an intervention that incorporated training in reading, phonological awareness and vocabulary improved the reading skills of a group of 8-year old children who had already failed to respond to a demonstrably effective form of reading intervention (Hatcher et.al., 2006). With suitable training and support, intervention can be delivered by non-professional tutors, which represents a potentially cost effective approach to remediation.

Since effective phonemically- based remedial programs produce similar outcomes, the question of what program a teacher should use with a student comes down to several factors. One of them is seeing if there is any research on outcomes with that specific program and then examining the program as a whole to try to determine if the features a teacher finds appealing in the program are a match for his or her classroom and/or the school's needs. Somehow, this is what this present research paper is also looking into, the effectiveness of the English BASICS program for struggling readers of grade two students of Xavier School.

The Reading Foundation created its own program – *Discover Reading* (Truch, 2004)-which contains all the known essential instructional ingredients required for effective remedial reading and a number of other features that make the program very teacher and student friendly as well as extremely comprehensive. Indeed, *Discover Reading* (DR) might be the most comprehensive commercial program yet developed. Most of the students in this analysis attended the Reading foundation clinic on an intensive one-on-one basis. Students attended for four consecutive hours either in the morning or afternoon. Older students typically attended after-school for two hours twice a week and then a Saturday for four hours to give them the recommended minimum of 8 hours per week to a total of 80 hours for the program.

An important feature of the *DR Program* is that students are taught from sounds to letters, rather than letters to sounds (as used in most phonics programs). This makes the student's task of learning the complexities of English spellings much easier. The student is taught the basic principle that every word consists of sounds and each sound has to have a Sound Link (letter or letter combination in the *DR Program*). The

student discovers both the sounds and the Sound Links as she/he progresses through the program. Students who attended the program were tested after 12 hours of instruction (three clinical days) of some of the pre-test measures. Students were again tested after 24 hours and finally post-tested, usually near the end of 80 hours but sometimes sooner, if the student was able to complete the program in less than 80 hours.

The results indicate highly significant gains from pre to post-test for all subjects and all variables. This suggests that the *DR Program* accomplishes what it was intended to accomplish- help develop the overall decoding process for students of all ages by strengthening all the known components of that process. Overall then, it can be stated with confidence that the clinical usage of the DR Program using an intensive immersion approach brings strong gains in the decoding and spelling process of students. Strong gains for fluency are also apparent but 80 hours is too short a time period in which to “normalize” the process of fluency. Indeed, normalizing this process remains very challenging, as noted in some of more recent research on fluency. For example, Torgessen et al (2003) report that most of the successful phonemically-based program improve reading accuracy and comprehension but usually not fluency.

In one study, Cihon et al. (2008) conducted a study using Kindergarten students at-risk of reading failure. Participants were selected by the classroom teacher to receive intervention. Participants received intervention using the See the Sound/Visual Phonics (STS/VP) method. The program involves learning a hand sign for each phoneme in the English language. Students were tested pre and post intervention using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in order to determine the participant's

progress in acquiring phonetic sounds. Cihon et al. (2008) determined that without early intervention, these participants would probably continue to perform below their same age peers. Children not receiving intervention were more likely to develop behavior problems and require placements in special education programs. The intervention involved a phonics-based approach and was most effective for children falling behind the regular curriculum.

In a like manner, Ransford-Kaldon, Sutton-Flint and Ross (2011) studied the effectiveness of a program called Levelled Literacy Intervention (LLI). LLI is a short-term, small-group, supplemental literacy intervention system designed for students in grades K-2 who struggle with reading and writing. The study evaluated the use of LLI in two U.S. school districts. Ransford-Kaldon et al. (2011) used a mixed-method design to address two key research questions: (a) "What progress in literacy do students who receive LLI make compared to students who receive only regular classroom literacy instruction?" and (b) "Was LLI implemented with fidelity to the developers' program model?"

Ransford-Kaldon et al. (2011) found that the LLI program in combination with regular classroom instruction had a positive impact on the literacy achievement for students struggling with reading and writing in Kindergarten to Grade Two to a greater degree than those students receiving classroom instruction alone. Students receiving LLI support improved one and one half to five Leveled literacy benchmarks, equivalent to PM Benchmarks, in reading, while by comparison their peers receiving only classroom instruction improved one to three benchmarks.

Similarly, Denton et al. (2010) researched supplemental reading intervention using the Response to Intervention (RTI) system. RTI is a method of academic intervention used to provide early, systematic assistance to children who are having difficulty learning. Their research focused on the following two questions: (a) “Are there significant differences in phonemic awareness, word identification, phonemic decoding, spelling, reading comprehension, and oral reading fluency for first grade students at risk for reading difficulties who receive the research intervention and those who receive the reading instruction and intervention typically provided in their schools?” and (b) “What percentage of students in each group demonstrates adequate RTI?” Progress was measured using the Texas Primary Reading Inventory and the Woodcock-Johnson III Letter-Word identification subtest. Denton et al. (2010) found that students receiving supplemental reading intervention using the RTI system had significantly higher outcomes than peers receiving typical school instruction on multiple measures of reading.

The above mentioned local and foreign studies as well as the literature presented are all related to the present study on the evaluation of the English BASICS program of Grade Two students of Xavier School. There were enough empirical researches which positively support the need for any academic course such as Reading and English to be constantly evaluated to check and validate the effectiveness of any curricular program. It also suggests that the evaluation of academic program such as the English BASICS Program of Xavier School, as suggested by the accreditors of PAASCU, be regularly conducted to assess if the program still meets its objectives and supports the students’ developmental needs.

Chapter III

Research Methodology

This chapter presents the research method used, the sources of data, data gathering instruments, procedures for data gathering and statistical treatment used by the researcher.

Method Used

The qualitative descriptive-survey method was utilized by the researcher for this study. A mixed-method research design was also employed to strengthen the process of gathering reliable information to establish the effectiveness of the evaluation of the English BASICS Program of Xavier School. It is generally accepted in action research “that researchers should not rely on any single source of data, interview, observation, or instrument” (Mills, 2003, p.52). In research terms, this desire to use multiple sources of data is referred to as “triangulation” (Mills, 2003, p.52). This is one technique that is common in qualitative research, in which the researcher relies on multiple sources of data (Creswell, 2007). In this research, same processes were utilized such as interviews, observation notes, and actual class observations to help in gathering reliable data. These techniques has gained wide acceptance among researchers as a means to strengthen the research rigor through combination of multiple methods, measures, researchers, theories and perspectives (Denzin, 1979).

Triangulation uses a variety of sources to collect data, and this method was also used in this study. The collection and analyses of data from several sources is likely to

include information that might be lost if only one method, source of data, researchers or theory were applied. Drawing from evidence taken from a variety of data sources may increase the credibility of these research findings (Denzin, 1979).

In terms of research, the theoretical perspective thus helps the researcher determine what to include and what to exclude in a given study (Yin, 2003). In other words, a theoretical perspective enables the researcher to have a focus when collecting and analyzing data.

It is generally accepted in research that “researchers should not rely on a single source of data” (Mills, 2003, p. 52). In research terms, this desire to use multiple sources of data is referred to as triangulation.

For this program evaluation, the researcher reported findings in the form of triangulation. This form of data reporting was achieved via observations/interviews, survey, and open-ended questions from students, teachers, and administrators who took part in the evaluation of the English BASICS program (remedial reading program of Grade Two students of Xavier School). It was done by “by combining several lines of sight researchers obtain a better, more substantive picture of reality; a richer, more complete array of symbols and theoretical concepts; and a means of verifying many of these elements” (Berg, 2007, p. 5).

For this study, the researcher analyzed qualitative data (observations and interview responses) by looking for patterns systematically (Berg, 2007). Data was grouped, and then conceptualized by similar patterns or characteristics. The researcher compared data by examining similarities and differences.

Educational institutions are expected to involve their administrators and teachers in evaluation so that they could look at the strengths and weaknesses of the program in order that academic excellence can be attained. Upon completion of such a remedial program, students are likely to be improved readers. The above discussion can be illustrated using the process diagram shown below.

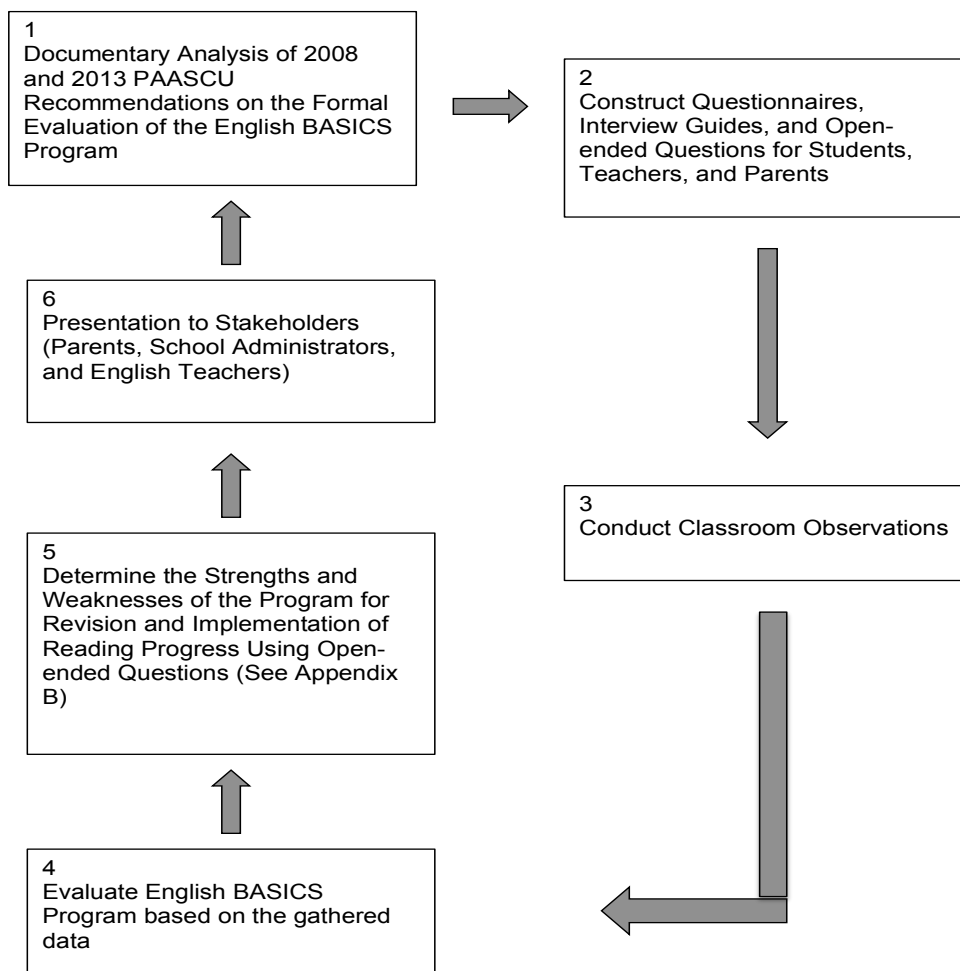


Figure 2, Flowchart of the Research Process

The educator must determine what changes have taken place and assess the extent of those changes. Many questions need to be answered in an effective evaluation of a remedial program such as the following:

1. Has performance in reading improved?
2. Has attitude in reading changed?
3. Has reading become a chosen free-time activity?
4. Could more have been accomplished with more efficient diagnosis?
5. Was observed progress attributable to the remedial program?
6. Have parents notice behavior changes?
7. Did observe changes occur in areas stressed in the remedial program?

(Wilson, 2003, p.356)

These questions were all part of the different checklist, survey, questionnaires presented to the stakeholders, the teachers who implemented the English BASICS program and the administrators who looked into the effectiveness of the program for struggling readers.

Sources of Data

The information gathered from this study were obtained from the different respondents: the 28 English BASICS students of Grade 2 of Xavier School, the 24 parents of the BASICS students, 3 English BASICS teachers, and 2 administrators of the grade levels where the program was implemented as shown in Table 3 (See next page).

Table 3**Research Respondents**

Administrators	2
English BASICS Teachers	3
English BASICS Students	30
Parents	24
Total	59

There were 59 respondents in this evaluation. The respondents were composed of 30 Grade two students of the English BASICS class. It also included the 24 parents of these students. There were 3 English BASICS teachers and 2 administrators.

Instruments Used for Data Gathering

The researcher used the following instruments to gather enough information and data to evaluate the BASICS Program of Grade 2 students of Xavier School:

1. Student Evaluation and Questionnaire

The 30 students who were given the intervention in the English BASICS program were the respondents for the students' evaluation and questionnaire. These students were the main focus of the program from the pre-assessment stage to the evaluation stage. Thus, their input and feelings about being part of the program will give a big difference in addressing the needed changes and improvement of the program in the

future. The evaluation included several activities that the students participated in while in the program such as reading aloud, doing group activities, spelling and writing, learning new words and other activities that cater to their needs as struggling readers. Added to this are open –ended questions to find out if they learned something while part of the intervention program. Their feelings were also taken into consideration as to whether they had fun learning in the English BASICS class. The Student Evaluation has been part of the program since it was established. Since then, after every school year is over, the students are asked to accomplish it. The results of the evaluation coming from the students will help determine the different activities that will be prepared to improve the reading skills of the students.

2. Parents' Survey

There is conclusive evidence in literature that indicates that parent involvement has a major influence on children's academic achievement (Epstein, 2002). More specifically, parent involvement in reading with their children has been researched extensively, with consistent findings that educational benefits are enhanced when families engage in reading activities (Storch & Whitehurst, 2002). The target audience for the survey was the 30 parents of the English BASICS class. The parents were given an orientation at the start of the program that they will participate in giving feedback regarding their sons' inclusion in the program. Their feedback will serve as additional information to improve the program in the future.

3. Teacher Checklist

This checklist was used to address the first research question regarding the strengths and weaknesses of the English BASICS program in different areas namely, pre-assessment stage, implementation stage, post assessment or the evaluation phase. Several indicators are included to determine the adequacy of assessment, remedial approach used, adequacy of remediation materials and the adequacy of school effort. The checklist was constructed using the alternative response to determine the teacher's perception about the program's effectiveness and to align the program with the results gathered. Aside from the checklist teachers and administrators were asked open-ended questions. Gay and Airasan (2009) maintain, "it is also desirable to include an open-ended question for respondents to provide additional information " (p.283).

Prior to the administration of the checklist, validation was done by one administrator and two former English BASICS teachers, who provided input and suggestions. These were taken into consideration by the researcher. There were 5 respondents for this checklist. They were given enough time by the research to answer the checklist and complete the needed information. All their input play a great part in strengthening the program to benefit the future English BASICS students.

Steps In Evaluation Planning

Awareness of steps involved in planning an evaluation provides another way to understand the process. Such steps reflect the necessity of making decisions about the focus of the evaluation, its specific objectives and appropriate methodology and

measures. The researcher of this paper followed the different steps in evaluation in order to come up with a comprehensive evaluation of the English BASICS Program of Xavier School.

Firstly, clarification of what needs to be done is the first step. Most important at this step is awareness of who wants the information and why they need it (What type of decisions they have to make). It is important to anticipate the reactive impact of evaluation processes and findings. For this purpose, it was a recommendation of the PAASCCU accreditors that Xavier School evaluate the English BASICS program, which has been in existence for a number of years now. Understanding of the program's rationale is one of the steps to evaluate the program that the researcher mentioned in the introduction of this paper.

The matters to be evaluated are translated into a set of major questions. For example: How effective is the procedure for students with learning problems? Are students more motivated to learn in special or regular classes? All programs are likely to have some negative effects, one standard question is: What negative impact does the program have? The researcher came up with open-ended questions and questionnaires for students and teachers, which were validated to address this concern in the evaluation step.

For each major question, it is necessary to specify relevant descriptive data to be gathered. The researcher gathered multiple data such as student evaluation, parents' survey, teacher checklist and open-ended questions for all respondents as shown in the diagram.

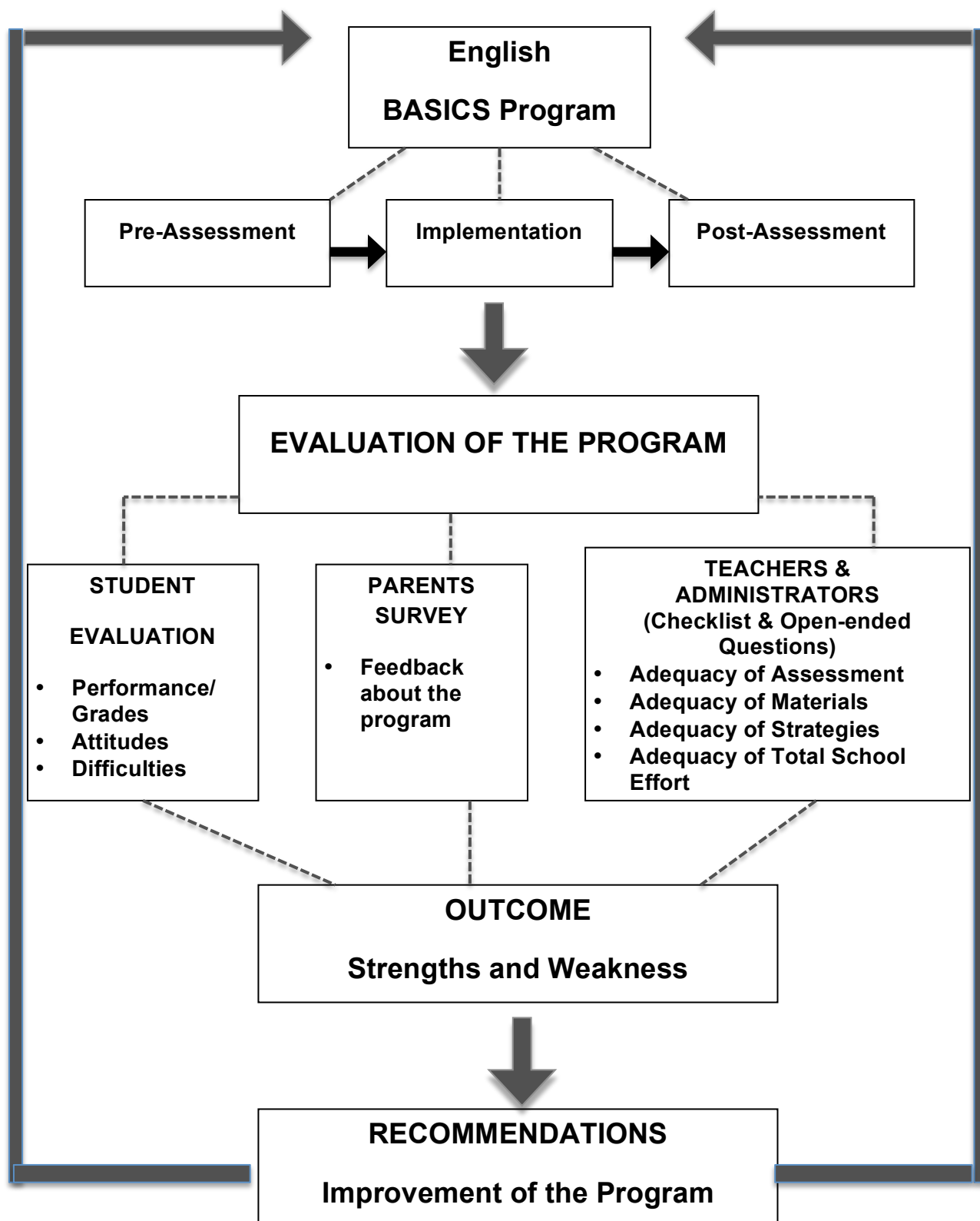


Figure 3, Model of the English BASICS Program Of Xavier Grade School

An evaluation design is used so that data can be gathered and interpreted appropriately. When someone asks how good a program is, the judgment made is based on the available data and related to some standard of comparison. A sound design ensures that appropriate data are gathered on the program under evaluation and that there is also a set of data for use as standards in judging the findings. The researcher in this study uses the Data triangulation method. The core strength of data triangulation is the use of existing data for review and analysis. Rather than drawing conclusions from a single study, data triangulation — by definition — uses multiple data sources to examine a situation (Denzin, 1979).

Educator efficiency in programs should be evaluated in the following areas. English BASICS teachers and Administrators were asked to look into these areas to determine the strength and weaknesses of the English BASICS program. A checklist with several indicators on the following was itemized for their evaluation.

1. Adequacy of Assessment

Assessment tools fall into four categories: screening, diagnostic, classroom-based and outcomes. Scores from screening and diagnostic tests identify which students are struggling and what skills needs are unmet. Classroom monitoring informs teachers about the general effectiveness of the program as currently implemented by tracking student outcomes. Student outcomes data inform program planners as they prioritize their plans for instructions and intervention, professional development, and budgeting (Roberts and Fiala, 2004).

Emphasis is placed on the proper use of diagnosis and the time spent in accomplishing it, thus it can validly be included in evaluation. Educators must determine whether diagnosis has uncovered a student's remedial strengths and needs effectively and precisely. When there is a failure to evaluate in all areas, inefficiency will likely develop in remedial sessions. At times, teachers use tests that, for them appear to supply essential information that could not be determined more readily by other diagnostic techniques.

2. Adequacy of Remedial Approach

Many children learn to read effortlessly; however, an estimated 10% of children have difficulty acquiring reading skills and need additional support or specialized instruction (Catts & Hogan, 2003). Conditions that place children at risk for reading difficulties include poverty, cultural and linguistic differences, neurologically-based problems, inadequate instruction, limited development-enhancing opportunities, or familial history of reading disabilities (McCoach, D., O'Connell, A., Reis, S. & Levitt, H., 2006). The early identification of students who are at risk for future reading failure is the key to appropriately placing them into interventions. However, once these students are identified and placed in an intervention setting, it is important for educators to know if the selected method of remediation is improving students' reading comprehension, fluency and overall reading ability. Existing research examining a variety of remedial reading methods available to teachers tends to focus on the progress of students receiving remediation in reading in addition to classroom instruction

Developing effective readers is the major emphasis of early primary classroom instruction. When students fail to develop effective reading strategies, classroom teachers seek effective interventions to improve a student's ability to read. Research conducted by Bufalino and Wang (2010) suggests that effective remedial instruction occurs in a homogeneous small-group or in a one-on-one setting. The key to effective reading instruction, remedial or otherwise, is a balanced approach that includes an emphasis on developing reading fluency, comprehension and phonemic awareness. There are constant attempts at evaluation, is that diagnosis is disregarded since a given remedial approach is used with all students. For example, if all students are taught using the language-experience approach, diagnostic conclusions are not used to determine the remedial approach. Through evaluation of remedial approaches, the teacher is led to develop the variety of effective approaches prescribed by the students' diagnostic strengths and needs. Using a prescribed technique with all students regardless of the remedial approach is equally limiting and should be avoided through careful evaluation of remedial techniques. The evaluation of techniques will save time in remediation and lead the educator to those techniques best suited to the students' strengths and needs.

3. Adequacy of Remediation Materials

As educators become familiar with the manuals and content of the variety of materials available in remediation, they are likely to select and use those that appeal to them. This action is appropriate when these materials are selected after an evaluation of their effectiveness, however, if they are selected on the basis of familiarity alone, their

adequacy should be evaluated. Educators need to consider the appropriateness of the level of materials. Students experiencing difficulties in reading must be placed in materials that they can handle with ease. The single indicator of a successful remedial program is when students are reading fluently and with ease. Exposing the students to more difficult materials only results in frustration for students and teachers alike. A variety of techniques are available to assist the educator in the various aspects of evaluation. The teacher can consult with other teachers; ask help from a reading resource person in the school; read evaluation of materials in the professional literature; talk with students about books they like and dislike; conduct studies using certain materials with one group of students and other materials with another group; examine the activities required by the materials and compare them to the objectives for the remedial program; and give students choices of materials to use, observing their consistent selection of one over the other.

Teachers should exercise their discretion in the appropriate use of teaching aids. Common teaching aids are concrete objects, figures, models, word cards, number cards, and audio-visual equipment such a tape recorder, and other multimedia teaching aids. When designing and using teaching aids, teachers should first consider their practical use and assess whether the aim of remedial teaching can be attained .The design and organization of teaching materials should be pupil-oriented. They should be selected and collated systematically to serve the purpose.

4. Adequacy of Total School Efforts

If requested, the reading specialist should be able to conduct an evaluation of the total school efforts in the area of diagnostic and remedial reading. Assuming that the reading specialist is acquainted with research design and controlled experimentation techniques and has the ability to interpret research data, there is little reason for not using such techniques.

To be effective, evaluation must involve students, parents, teachers, and administrators. Questionnaires, observations, and teacher requests for assistance can be used to compile an evaluation report (Wilson, 2003, pp. 365-367).

Feedback from Parents

The evaluation of the English BASICS program include the opinions and comments of all the parents whose sons were part of the program. It matters that the school knows how the parents feel that their sons were included in the program and to find out their observation regarding changes in the reading skills of their sons after the program implementation.

Parent Involvement in Reading Interventions

There is conclusive evidence in the literature that indicates that parent involvement has a major influence on children's academic achievement (Epstein, 2002). More specifically, parent involvement in reading with their children has been researched extensively, with consistent findings that educational benefits are enhanced when families engage in reading activities.

Student Evaluation

Often concerns arise regarding a student's ability to be focused and on task in an educational environment. The researcher looks into the experience learning of each child in the English BASICS program. The remedial reading program uses three types of learning styles: auditory, visual and kinesthetic. This allows the students an opportunity to visually experience the reading material by having students practice correct reading. They are able to learn excellent reading and gaining understanding of what excellent reading feels like. Finally, students are kinesthetically stimulated because they are either following along with the teacher as he or she reads aloud or students manipulate the recorded audio device on their own. Small group interaction produced more significant gains for students. Each student not only received more individual attention from the teacher, but was also able to build bond with the small, less threatening environment. Students were exposed to other students who have similar challenges and thus, over time, may feel more at ease to work toward improving their reading fluency and comprehension. Evaluating this through the students themselves form part of the Evaluation of the English BASICS program.

The evaluation model of the researcher consists of the different stages mentioned. Initially, The English BASICS program conducted assessment of possible BASICS students, then the implementation of the program, and lastly the evaluation of the program. All these stages were evaluated using the Students Evaluation at the end of the school year, the Parents' Survey regarding their sons inclusion in the English BASICS Program and the checklist for the English BASICS teachers who handled the program for the past three years. Their comments on the strengths and weaknesses of

the program including the administrators' comments in the open-ended questions about the different stages of the English BASICS program of Grade Two were included.

Finally, for this program evaluation, the researcher reported findings in the form of triangulation (Denzin, 1979). This form of data reporting was achieved via observations/interviews, survey, and norm-reference assessments. One of the four types of triangulation techniques used to strengthen the rigor of Qualitative Research is data triangulation, in which the researcher uses a variety of sources to collect data.

Data triangulation is the use of a variety of data sources, including time, space and persons, in a study. Findings can be corroborated and any weaknesses in the data can be compensated for by the strengths of other data, thereby increasing the validity and reliability of the results. The approach has been used in many sectors to strengthen conclusions about findings and to reduce the risk of false interpretations

Triangulation is recommended in qualitative research for several reasons. The collection and analyses of data from several sources is likely to include information that might be lost if only one method, source of data, researchers or theory were applied. Drawing from evidence taken from a variety of data sources may increase the credibility of their research findings. For example, to name just a few common sources of data, researchers may gather evidence from interviews, participant observation, written documents, archival and historical documents, public records, personal papers and photographs.

Figure 2 shows the design for evaluating the English BASICS Program of Xavier School. The model shows the components of the program namely: pre-assessment stage, implementation part, post assessment. The three boxes consists of the steps

taken to evaluate the program through data gathering: (1) student evaluation, (2) parents' survey, (3) checklist for English BASICS teachers and Administrators, and (4) open-ended questions for English BASICS teachers and administrators. The lower part of the model shows the expected outcome/results of the data gathered and steps to be taken for the improvement of the program.

As educators we need to consider those students who require additional support and instruction in learning the skills necessary to read. For those vulnerable children, classroom teachers need to continue to provide balanced and comprehensive reading instruction and with the additional support ensure successful outcome for all young readers. Success with reading can turn around negative attitudes and self-esteem, and help students attain success in all other academic areas including Math, Science and Social Studies (Tatum, 2005).

Data Gathering Procedures

The student respondents were given enough time to answer the evaluation form and questions after the implementation of the program. In the same way, the parent respondents were asked to answer the survey forms at a given period of time and these were all retrieved after. The teacher and administrator respondents were all given the time to accomplish their checklist and answer the open-ended questions. Their responses were retrieved by the researcher.

Treatment of Data

All the results from the different questionnaires were tabulated, organized and analyzed according to their responses. There were responses that were analyzed and subjected to statistical treatment using frequency distribution, and percentages. The Students Evaluation and the Parents Survey in particular were given this treatment to determine the number of respondents that have greater distribution than the rest of the subjects.

Frequency was used to determine the distribution of all the respondents under each category.

(F): percentages to determine the portion of respondents in each category out of the total number of respondents:

Percentage = $F/N \times 100$; where F = frequency

N = total number of respondents

Chapter IV

Findings, Interpretation and Analysis of Data

This chapter presents the results of the different surveys, questionnaire, checklist, and open-ended questions administered by the researcher to gather data for the evaluation of the BASICS Program of Grade Two students of Xavier School in response to the questions raised in this study.

1. What are the strengths and weaknesses of the English BASICS Program using the indicators provided in the questionnaire as follows:

- a). Adequacy of Assessment

Most of the English BASICS teacher respondents and administrators agreed that there are sufficient provisions in terms of providing assessment to struggling readers from the time that they were diagnosed as struggling readers to be part of the English BASICS program and thus given remediation materials particularly that of assessing their progress in the said program. A continuous assessment was in place to provide mastery of the different skills and to determine the kind of instruction that they need to plan to reinforce whatever difficulty they have encountered in the previous lessons. This was consistently done by the English BASICS teacher who handled the class for these struggling readers.

The teachers and administrators were also unanimous in their use of authentic and valid assessment to monitor students' progress and which they can readily explain to the parents if the later would request for a written report.

An important dimension to the effective assessment system especially critical for identifying and supporting struggling readers is that data are collected over time. That is, multiple, routine checkups and therefore, ongoing assessment has to be commonplace (Lesaux, N. & Marietta, S. 2003, p. 52). A reader's ability has to keep pace with the changing demands of the context and the purpose for reading but also in response to instruction. Therefore, it is ongoing assessment that should guide our program designs, classroom practices and intervention goals as shown in Table 4 on the next page.

Table 4

***Results of the Responses of the Teachers and Administrators on the Adequacy of
Assessment in the English BASICS Program of Xavier School***

Indicators	Evident	Not Evident
Use of valid and varied standardized assessment	3	2
Results easily accessible with information that can be reviewed	3	2
Test scores explained to parents and students	5	
A wide variety of information and data are collected	5	
Assessment takes into consideration two factors- Does it match that content that is being taught and does it assess the learning in the same way the instruction has been presented	5	
Provision for direct observation to yield informal or data based information in multiple settings and on more than one occasion	5	
Continuous progress monitoring repeated during instruction if there is a need to review certain outcome of students' performance	5	
Integrate the standardized and informal data gathered For coming up with a comprehensive result	4	1
Observation of behavior patterns are carefully done during testing that may be used in grouping relevant data into meaningful patterns	5	
Assess meaningful activities- students' reading and writing Skills as they read and write real text for real purposes	5	
An unobtrusive assessment- informative assessment that occur with every day instructional context	5	
Assessment purpose should match- What we want to know and why we are assessing so that information will help plan instruction for individuals or groups of children	5	
Systematic assessment whether formal , informal or classroom –based procedures are used. They serve as reliable indicators of students performance.	5	
Continuous assessment was implemented. Mastery of Assessment in reading and writing be done continuously And in conjunction with the daily instructional program As an aid to planning, adapting and refining instruction	5	

b). Adequacy of Remedial Approach

Table 5 represents the remedial approaches applied by the teacher and shows that a highly adequate reading remedial approach applied by the English BASICS teacher to really ensure highly quality of learning for students who are below their reading level. Teacher factor contributed to most of the evident indicators presented. The content of instruction and the way it was delivered by the teachers showed careful planning and preparation. Thus, reading instruction is direct and explicit making sure that presentation and communication are easily understood by the learners and that the teacher models the skills to be performed at all times.

Reading skills and concepts are scaffolded appropriately beginning with easier task progressing to more difficult ones and that the students are given opportunities to practice newly acquired knowledge accompanied by immediate feedback from the teacher.

Surprisingly though, one of the teachers did not find evidence in some items like the instruction in alignment with the curriculum. This should be given attention to provide a clearer understanding of what should be included in the program. The same teacher did not also quite agree that enough scaffolding of the lesson is done with these kinds of students.

With this outcome, there is still a need to verify on some areas of the approaches that they apply in the classroom for uniformity and common understanding of the program.

Even the most experienced teacher should continue to uphold the trend that as a teacher one cannot give what one does not have, otherwise, the teacher devolves

rather than evolves in the handling of a course with consequence of generating student academic indifference and incompetence.

Table 5

***Results of the Responses of the Teachers and Administrators on the Adequacy of
The Remedial Approach of the English BASICS Program***

Indicators	Evident	Not Evident
Instruction designed to meet students' needs as well as in alignment with that of the subject curriculum	3	2
A balance between content of instruction (what is being taught) which is as important as the delivery of instruction (how content is being taught)	4	1
Reading instruction is direct and explicit	5	
Using a language that is clear and consistent to reduce confusion and prevent misunderstanding	5	
Presentation and communication of new information in a manner that is easy to understand and unambiguous	5	
Extensive teacher modeling. Teacher explain and demonstrates reading skills many times before asking students to perform independently	4	1
Reading concepts and skills are introduced systematically beginning with easier task and progressing to more difficult tasks over time	5	
Material scaffolds that can support reading acquisition like graphic organizers and concrete manipulatives are used as visual prompts to learners as they apply and internalize reading skills and strategies	3	2
Teachers provide high quality feedback that is immediate, individualized and content specific like error correction	4	1
Constant use of guided practice to give learners the support and feedback they need to become fluent in using critical thinking skills and strategies	5	

c.) Adequacy of Remediation Materials

Table 6 shows the adequacy of remediation materials and the teacher respondents found the materials adequate for use in the English BASICS class. Out of the 8 indicators, 5 of them were rated 5 by each of the administrator and English BASICS teacher respondents. The high quality of reading materials presented to the students contributed to the increase in progress of the students' readability. They have several recommendations regarding these. Although a high percentage is evident regarding the availability of the reading materials used in the classroom, there is still a lack of more appropriate ready to use materials to enhance learning among students with reading difficulties. There is a need for manipulative reading materials which they think will be more useful to help the struggling readers to be more progressive in terms of developing their skills in reading and other core subjects. They also lack the leveled reading materials, which the struggling readers really need to get hold of especially during guided reading to improve their fluency in reading any text for their own grade level.

Developing effective readers is the major emphasis of early primary classroom instruction. When students fail to develop effective reading strategies, classroom teachers seek effective interventions to improve a student's ability to read. Research conducted by Bufalino and Wang (2010) suggests that effective remedial instruction occurs in a homogeneous small-group or in a one-on-one setting. The key to effective reading instruction, remedial or otherwise, is a balanced approach, which includes an emphasis on developing reading fluency, comprehension and phonemic awareness.

In remedial reading instruction, one of the most important considerations is the selection of materials and teaching devices for retarded or struggling readers.

In choosing reading materials for pupils, the teacher should consider the readability of these materials. If a pupil finds the reading act boring, tedious or distasteful, he will lose interest and little progress can be expected. It is necessary for a teacher to know the vocabulary, concept

difficulty, interest appeals and content of the material if he intends to adjust them realistically to the pupil's individual rates of growth in reading.

The study of the problems of matching reader and text has come to be called readability. Readability refers to the difficulty level of prose, expressed as a grade level. It can be estimated by several means. You might, for instance, use your subjective judgment, create a short test out of the selection and see how well your students do, or apply a readability formula (Mckenna, M. 2003, p. 175). If we know the level of difficulty of the materials we ask our students to read, we are in a better position to foresee problems.

Table 6

***Results of the Responses of the Teachers and Administrators on the Adequacy of
Remediation Materials in the English BASICS Program of Xavier School***

Indicators	Evident	Not Evident
Age- appropriate high interest reading materials available in the library	5	
Variety of formats for specific instructions: books, poems, brochures, riddles, etc	5	
The goal of enticing the struggling readers through a variety of genre; nonfiction, fiction, fantasy, mystery etc	5	
Struggling readers can be supported by a Print- –Rich environment :word walls, word charts, spelling chart graphic organizers	5	
The use of multimedia that can be motivational as well as educational	5	
Different manipulative materials are available and being used to reinforce struggling students' reading	3	2
Teacher supplies inside the classroom can help struggling readers achieve greater success by using unique materials	3	2
Classroom should have access to sets of leveled reading books for guided reading	3	2

d.) Adequacy of School Effort

Table 7 shows the responses of both the teachers and administrators on the Adequacy of School effort in the English BASICS Program. Both the teachers and administrators agreed that the program promotes academic success for struggling readers who participated in the program. Evident in the program were provisions for continuous learning and monitoring with updated records of progress of each student. English BASICS teachers have access to multiple sources of data that they can use for instruction. Maintaining of records for parents to be informed are made available by the administrators particularly, the principal. There is also provision for the needed support to team members to ensure appropriate application of comprehensive assessment and evaluation processes. Curriculum planning is also a consideration when dealing with struggling readers. In line with this, training of teachers on special instructional techniques was given to them through in- service sessions.

On the other hand the English BASICS teachers did not see the options regarding student policies for meeting the needs of struggling readers. They also lack the needed research for such policies to take place. Still not evident in the present program is the involvement of the parents of struggling readers in different school functions in school. One of the English BASICS teachers did not get the approval of the principal for some instructional decision about the program.

Out of the 14 indicators for Adequacy of Total School Effort, 10 were evident in the present English BASICS program, while 4 indicators need to be studied for improvement.

Table 7

***Results of the Responses of the Teachers and Administrators on the
Adequacy of School Effort in the BASICS Program***

Indicators	Evident	Not Evident
Promotes academic success of the students who participated in the program	5	
Provision for creating a climate of continuous learning	5	
Program monitoring is constant and records are updated	5	
Multiple sources of data as diagnostic tools are available for teacher's perusal	5	
Suggestion by the reading teacher approved by the principal to meet instructional decision about the program	3	2
Training of teachers on special instructional techniques through in- service sessions		5
Principals maintain records so that parents can be informed of their children's progress	5	
The school's complete resources can be used to aid students in becoming successful learners		5
Involvement opportunities for parents of struggling readers like school functions		5
Administrators provide needed leadership and logistical support to team members		
to ensure appropriate application of the comprehensive assessment and evaluation processes		5
Different options regarding student policies for meeting the needs of struggling readers	3	2
Reading research used when policy decisions are made	3	2
Funding available for remediation programs	5	
Curriculum planning takes into consideration the needs of struggling readers	5	

2. How effective was the English BASICS Program as determined by the Grade 2 students?

a). Students' Evaluation

The English BASICS students gave favorable answers regarding their inclusion in the program for the school year. 90% of the students agreed that they enjoyed going to the Learning Resource Center (library) to read books. It is also their top choice when asked about the most important activity they had in the BASICS class. 80% of the students mentioned studying words and spelling as their most important learning. They were able to spell most of the words at the end of the Fourth Quarter. They also enjoyed the time given to them to do independent reading as part of their practice to read and understand a story. 83% of the English BASICS students liked playing word, doing group work and learning new words. The different mini-lessons given to them enhance their reading skills was also a top choice. Still significant were the 33% of the students who did not like group reporting that much and another 47% who found reciting poems a little difficult for them.

Significant in the result were the different activities given to them to improve their reading skills. These included games to master a lesson, writing opportunities to sharpen their writing skills in developing a topic and various activities catering to their needs as struggling readers. They mentioned that they were always excited when they were asked to pair with somebody to read a book together.

These were all perceived as indicators of their improvement as a student in their grade level. 100% of the BASICS students like reading aloud, independent reading and studying grammar lessons. The other 6% of students who did not like most of the

activities clearly showed lack of enthusiasm and motivation. These students need thorough guidance and supervision to be able to cope in the next year level. Over all, the English BASICS students as the recipients of the program benefitted from it based on the responses they gave at the end of the school year.

Table 8***Students' Appraisal on the Activities Provided by the English BASICS Class Of Xavier School***

Activities	I like it a lot	%	I like it a little	%	I don't like it	%	Rank
visiting and borrowing books in the library	27	90%	2	7%	1	3%	1
playing word games	25	83%	4	13%	1	3%	2
learning new words	24	80%	6	20%	0	0%	
doing group work	24	80%	4	13%	2	7%	3
independent reading	24	80%	6	20%	0	0%	
writing	23	77%	6	20%	1	3%	
buddy reading	23	77%	6	20%	1	3%	4
answering drill sheets	22	73%	7	23%	0	0%	
practicing penmanship	22	73%	6	20%	2	7%	5
reading aloud of stories by the teacher	22	73%	8	27%	0	0%	
spelling	21	70%	7	23%	2	7%	6
guided reading	20	67%	8	27%	2	7%	
journal writing	20	67%	8	27%	2	7%	7
group reporting	18	60%	10	33%	2	7%	8
reciting poems	15	50%	14	47%	1	3%	9

b.) Academic Performance

A comparison of the students' grades during the 1st and 4th quarter were tabulated as shown in Table 9 to determine the increment in gains of the English BASICSC Program on the students' academic performance.

At the end of the first quarter, 8 (26%) out of the 30 students had failing marks in the English subjects. There were also 16 (53%) of the students who passed the quarter but with a very low average. The remaining 6 (2%) of these students have favorable grades but were still assessed and became part of the English BASICS program.

The students' final grades in the fourth quarter showed a remarkable improvement in almost all of the students. They all got high passing marks, some got a bit lower than the rest. This a clear indication of the effectiveness of the program with regards to student performance. They were able to benefit from the different interventions given by the teacher to improve their reading skills.

Table 9

*Students' Quarter Grades in The English BASICS class for School Year***2011-2012**

Students	First Quarter	Fourth Quarter	Gains (4 th Q – 1 st Q)
2A			
1.	81	98	98-81 = 17
2.	82	94	94-82 = 12
2B			
3.	86	95	95-86 = 9
4.	78	83	83-78 = 5
5.	77	89	89-77 = 12
2C			
6.	70	97	97-70 = 27
7.	85	95	95-85 = 10
8.	74	90	90-74 = 16
9.	77	84	84-77 = 7
10.	77	95	95-77 = 18
2D			
11.	74	91	91-74 = 17
12.	70	88	88-70 = 18
13.	76	91	91-76 = 15
2E			
14.	89	94	94-89 = 5
15.	80	84	84-80 = 4
2F			
16.	79	89	89-79 = 10
17.	81	87	87-81 = 6
18.	79	99	99-79 = 20
19.	84	96	96-84 = 12
20.	88	97	97-88 = 9
2G			
21.	66	88	88-66 = 22
22.	77	79	79-77 = 2
23.	87	93	93-87 = 6
2H			
24.	80	86	86-80 = 6
25.	78	89	89-78 = 11
26.	72	84	84-72 = 17
2I			
27.	80	86	86-80 = 6
28.	68	82	82-68 = 14
29.	68	85	85-68 = 17
30.	75	87	87-75 = 12

Note: Students were in the regular class during the first quarter. They started English BASICS class during the Second quarter and finished the program until the fourth quarter

3. How effective was the English BASICS Program as determined by the parents of students participating in the program?

Table 10 provides the responses of parents on the English BASICS Program of their sons in Xavier School. Generally, Xavier School parents had favorable comments and attitudes toward the English BASICS Program given to their sons for the last three quarters. They showed positive feedback regarding their son's inclusion in the program.

66% of the parents strongly agreed that they were properly informed before their son's inclusion into the program. 75% of the parents strongly agreed that they were satisfied with their sons' performance in the English Basics class. Significant improvement in their son's reading skills as well as in their performance in the other academic subjects were observed by 66% of the parent respondents.

With regards to the evaluation given to their sons during the program implementation, 75% of them strongly agreed about the way they were evaluated. In the statement regarding the English BASICS classroom, 75% of them agreed that the classroom is conducive to learning. 83% satisfactorily agreed that the program is very helpful in enhancing and correcting their son's difficulty in reading although there were some parents who wanted mainstreaming to be part of the program.

Parents' very positive comments on the Survey that they were asked to accomplish showed clear evidence of their willingness that their sons be part of the English BASICS Program. A number of them were also convinced that there was an improvement in the different reading skills that their sons needed to make them better readers and writers. Most of them were satisfied with how their sons were assessed

and these were reported to them when needed especially during Parent- Teacher Conferences.

As to their concerns about the program, they still suggested a smaller class size number to that of the present set up to make learning and monitoring more effective. They also would like to be given a regular feedback regarding their sons' performance as often and not only during quarterly conferences.

Table 10

Summary of Parents' Survey and their comments on the BASICS Program of their Sons in Xavier School

Statements	SA	%	A	%	U	%	D	%	SD	%	NA	%	Rank
I am satisfied with how my son's performance in the English BASIC class was evaluated.	18	75%	6	25%									1
Reasons why my son has been invited to join the English BASICS class have been thoroughly discussed with me.	16	67%	8	33%									2
I have observed significant improvement in my son's reading skills after inclusion in the English BASICS program.	16	67%	7	29%	1	4%							
I was regularly updated with my Son's performance in the English BASICS class.	14	58%	5	21%	3	13%					1	4%	
The BASICS program helped improve my son's performance in other academic subjects	14	58%	8	33%	2	8%							3
I find the instructional materials used in the English BASICS program appropriate for my son's needs	14	58%	9	38%	1	4%							
I feel that the lessons in the English BASICS program are made to suit the needs of the students .	13	54%	5	21%	4	16%	1	4%					
I believe that the class size of 15 students in a class is just right for an English BASICS class.	13	54%	6	25%	4	17%					1	4%	4
My son enjoyed attending the English class .	12	50%	11	46%	1	4%							
My son's attitude towards reading greatly improved	12	50%	11	46%	1	4%							5
The English BASICS classroom is conducive to learning	11	46%	7	29%	3	13%	1	4%			2	8%	6
I believe that my son has mastered the skills and lessons taught in the English BASICS class.	10	42%	13	54%	1	4%							
My son learned helpful reading strategies from the English BASICS class.	10	42%	13	54%	1	4%							7
I believe that provisions for mainstreaming within the school year should be considered .	6	25%	14	58%	1	4%	1	4%			2	8%	8

Legend :**SA –Strongly Agree****U- Undecided****SD- Strongly Disagree****A – Agree****D- Disagree****NA- Not Applicable**

Note: Out of the 30 students who were part of the English BASICS Program in Grade 2, only 24 parents responded to the survey.

4. What areas in the program need revision?

In Table 11, the result of the survey about the areas in the program that needs revision or improvements is shown.

Table 11

Results of Some Indicators That Were Not Evident in the English BASICS Program

Indicators	Not Evident
Training of teachers on special Instructional techniques through In-service sessions	5
Involvement opportunities for parents to be Informed d of their children's progress	5
Use of varied and standardized standardized assessment	2
Results easily accessible with information that can be reviewed	2
Material scaffolds that can support reading acquisition like graphic organizers and concrete manipulatives are used as visual to learners as they apply and internalize reading skills and strategies	2
Teacher supplies inside the classroom can help struggling readers achieve greater success by using unique materials	2
Reading research used when policy decisions are made	2

Note: There were 5 respondents in the survey

One of the major findings about the areas in the program that needs revisions was the adequacy of remedial approach points to some lack of suitable standardized assessment that can be utilized and made accessible so that information can be used for classroom design and information, which was about 82%.

65% believed that the materials are not adequately provided for struggling readers. Teachers still construct materials suited to the needs of students having reading difficulty. Acquisition of more ready to use manipulative and interactive materials will prompt students to be motivated to develop and their reading skills intensively.

Regarding provisions coming from the school, it lacks rigorous training of teachers who are assigned to teach struggling readers. Teachers need more knowledge of how to deal with these types of students with special needs in reading. Moreover, the library is not equipped with leveled reading materials that are appropriate for guided reading activities that these students use to explicitly learn various skills in reading. Even teacher supplies inside the classroom are not yet that sufficient to help students at-risk in reading to achieve greater success by using unique materials to reinforce lessons learned.

According to the administrators and teachers, they see the need for various opportunities for parents of struggling readers to be involved in school functions as partners in the reading development of their sons. Lastly, they find it valuable that a periodic reading research be done as basis for policy decisions to meet the needs of the students with reading disabilities.

Summary of Findings

Based from the responses of the 30 students included in the English BASICS Program of Xavier School, they benefited from the kind of instructions given to them to improve their reading, writing, listening and writing skills. A great majority of these students reiterated that they learned so much upon inclusion in the program for the three quarters that they were taught using remediation. Varied activities gave them opportunities to improve and gain new strategies to become better readers and perform better in other subjects as well.

Gaining a lot of confidence as a student was a significant outcome that they got from the program. Handling of the lessons by the teacher also contributed to the kind of performance that they have right after the last quarter.

The effectiveness of the teacher is considered to be one of the highlights of the program. Using a variety of activities and strategies to suit struggling students' need played an important part in the success of the program as regards the outcome and performance of these students at the end of their grade level.

Given this, there were also activities that the students need motivation so that they will eventually like them since they are part of the program like poem recitation and journal writing.

The parents were generally satisfied with the outcome of their son's performance at the end of the English BASICS Program. Almost 90% of them would like the program to continue in the future. They see a lot of advantages rather than disadvantages in placing their sons in the English BASICS Program.

For the teachers, they are in agreement that the present English BASICS Program of Grade Two students of Xavier School is in place. The Pre-assessment stage of the program was able to determine the students who will be part of the remedial program. The different assessment tools were enough to choose the possible students that will be part of the program. The program was implemented through the efforts given by the students, providing them with varying strategies and assessments, and doing the necessary follow-up and practice.

They have to admit that the program is also in need of some improvements in the different stages to further enhance the level of the students' reading difficulties. They reiterated the availability of Standardized tests to address the proper screening of students that should really part of the program. There is a need to thoroughly align the curriculum that is really suited to the learners and the teacher's access to some researches that have something to do with the kind of students that they handle.

Not to be overlooked is the continuous teacher training of possible teachers who can assess and implement the program.

Chapter V

Conclusion and Recommendations

This chapter discusses the different findings of the researcher on the instruments used to evaluate the English BASICS program of Grade Two students of Xavier School. Recommendations for the improvement of the program are also discussed in this chapter.

Conclusion

The English BASICS Program of Xavier School was in place and was successfully implemented with a few points for consideration to further assist the students to make them better readers. The English BASICS Program is an effective way of giving quality instruction to students

Instruction was characterized by the following: firstly, positive self-concept was an important feature of the program. Years of failure in Reading and Language may have contributed to the negative self-concept of the learner. The lessons must encourage risk-taking and show assurance and affirmation for the learner's effort in learning. It must foster a positive self-concept in the learner by setting attainable goals for each learner. When the goals are reached, the learner should be recognized for his achievement. The success experiences of the learner can be realized with the help of concentrating on the interests of the learner through materials of high interest to them. Generally, students were more enthusiastic towards an activity if they were involved in some way like setting objectives, selecting activities and participating in evaluation.

Such enthusiasm propelled them to put more effort in what they were doing since they understood the reason behind the activity.

Using the diagnostic data, the teacher provided instruction for the students to develop the skills they were lacking. The students practiced the skills on a lesson with the teacher's guidance. Then a session was used for the students to do free reading and applied the skills.

The teacher re-evaluated and diagnosed his/her students continuously. The continuous diagnosis was done through direct observation of the students' performance of assigned tasks and other informal procedures. The teacher continuously assessed the changes in reading performance to provide instruction based on the needs of the students.

There is no one best way to be used in the instructional process. Varied approaches were utilized based on the students' diagnosed needs. The teacher through careful thought determined what works best with different students.

Home and school collaboration is essential for the full implementation and success of the program. With proper intervention, strengths are enhanced, weaknesses are overcome and new challenges impose new demands on the child. The role of the parents should be emphasized such as providing the necessary home follow-up, assisting the child in their schoolwork or activities and giving them praise to boost their morale and motivation.

The pre-assessment period given to students gave enough evidence for students to be placed in the English BASICS Program. There are enough informal tests to help assess students with reading difficulty. The teachers provide feedback and continuously

coordinate with the BASICS teacher about the performance of the students. This information provided a thorough background of students that will be placed in the program.

Effective reading strategies were used by the English BASICS, such as the use of differentiated learning activities, teaching of phonics, and vocabulary development using a wide range of reading materials, independent and guide reading to develop comprehension strategies.

Teachers used scaffolding and modeling in the lessons intended for students who were struggling in reading. The four-pronged approach of instruction was vital to the effectiveness of the program in dealing with students who have reading difficulties. The result was an improved performance of students in their own grade level. Following the same curriculum as the regular class with additional features such as emphasis on phonics, phonemic awareness, oral fluency, decoding, and spelling was also essential.

The results of student responses regarding the program indicated a high evidence of quality instruction provided for students who are struggling in reading. It provided periodic assessments to evaluate student's progress. This was consistently done by effective reading teachers through the use of a variety of activities and strategies which will benefit the students who are part of the program.

Student evaluation was consistently done throughout the implementation of the program. Results of these assessments were part of the information given to parents every now and then. These were all documented as part of the students' portfolio. Remedial approaches are in place but some indicators of instruction and approaches need to be aligned with the present curriculum to have uniformity and common

understanding of the program. When focus on the remedial reading instruction is given consideration, the selection of highly leveled reading materials should be given top priority. The readability and availability of these materials are very crucial to meet the needs of struggling readers to develop effective reading strategies.

The administrators should take into consideration the involvement of parents in different school functions that will cater to the needs of their sons. Home and school collaboration is essential for the full implementation and success of the program. The role of the parents should be emphasized such as providing home follow-up, assisting the child in their school work or activities and giving them praise to boost their moral and motivation.

Teachers' training should not be overlooked since they are the front liners in this endeavor. Teachers who are professionally equipped will better perform and execute all the necessary assistance needed by the students entrusted to them.

Record keeping system to gather information about the learner was an essential component of the instructional process. Moreover, organizing the data in a manner that enhanced its usefulness was important. The data had to be accessible and useful to provide the appropriate learning condition.

Recommendations

Based on the findings and conclusions of the study the researcher considered the following recommendations:

1. Conduct periodic and standardized forms of assessments:
 - a. They need to evaluate the assessment tools used and research for other available tools that will effectively identify students with real reading difficulties.
 - b. Use this diagnostic data to assess the reading performance of the students and provide the necessary changes in the instruction.
2. Start the English BASICS program during the 1st quarter to immediately address the difficulties of the students. They can also look into the possibility of having the program after school hours. In this program, the instruction will only focus on teaching students how to read and well not touch the English lessons. The English BASICS students need to attend their English regular class. This way, the English BASICS students will have more instructional time.
3. Provide leveled reading materials and other manipulatives available for this type of students. Materials intended for struggling readers are important especially if they will explicitly teach the different reading strategies.
4. Equip English BASICS teachers and other qualified teachers with rigorous training in order to successfully implement instructions appropriately.
5. Involve parents in different school functions as partners in the development of their students' reading skills.

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APPENDIX A

Assessments Administered to the Grade 2 Students

1. Pre and Post Assessment Results
2. Assessment 1 – Vocabulary
3. Assessment 2- Dictation Test
4. Assessment 3 – Book and Print Orientation
5. Assessment 4 – Naming and Sounding Letters
6. Assessment 5- Matching and Writing Letters
7. Assessment 6- Story Writing
8. Assessment 7- Read Aloud
9. Assessment 8- Decoding Test
10. Assessment 9- Basal Reading Level
11. Assessment 10 –Phonemic Awareness
12. Assessment 11- Story Retelling

Grade 2 ENGLISH BASICS

SY _____

Pre and Post Assessment Results

Student's Name _____ Age _____

Gr. 2-_____ Teacher _____

Test Given	Pre-Assessment Date Given:_____	Post Assessment Date Given:_____
1. Phonemic Awareness		
2. Dictation Test		
3. Vocabulary		
4. Decoding		
5. Story Writing		
6. Comprehension a. SRA b. Sequencing of events c. Retelling d. Literal e. Inferential f. Summarizing		
7. Read Aloud		

8. Listening Comprehension		
9. Other Tests: a. MAT-OLSAT Language Reading IQ b. Reading Levels Independent Level Instructional Level Frustration Level		
Recommendations		

Grade ____ English
Assessment 1: Vocabulary

First Quarter
SY _____

Name _____ CN _____

Section _____ Date _____ Teacher _____

Directions: Write as many words as you can for ten minutes.

Grade ____ English
Assessment 2: Dictation Test

First Quarter
SY _____

Name _____ CN _____
Section _____ Date _____ Teacher _____

Directions: Listen carefully to your teacher and write down the sentences that she will say.

1. _____

2. _____

3. _____

4. _____

Grade ____ English
Directions for Assessment

First Quarter
SY _____

Directions for Administering the Tests:

1. Teacher says, **"Today you will do some writing and listening tests. Your answers to the tests will help me plan the kind of activities that we will do in our English class. You are expected to answer the tests as best as you can."**

2. Teacher distributes the vocabulary test. Teacher says, **"Write your name, class number, section, the date today, and the name of your English teacher on the lines provided."**

3. Teacher reads the directions for the vocabulary test: **"Write as many words as you can for ten minutes."** Teacher repeats the directions and asks if there are any questions. Teacher says, **"If there are no more questions, let us begin. Remember to put your pencil down when the time is up. Your ten minutes start now."**

4. After ten minutes, teacher asks the class to pass their paper forward. She collects the paper of the class.

5. Teacher distributes the phonemic awareness test. Teacher says, **"Write your name, class number, section, the date today, and the name of your English teacher on the lines provided."**

6. Teacher reads the directions for the phonemic awareness test: **"Listen to me as I read the following sentences aloud. Write them down on the lines provided on your paper."** Teacher repeats the directions and asks if there are any questions. Teacher says, **"If there are no more questions, let us begin."** Teacher reads the sentences **clearly and fluently**. The teacher repeats the sentences three times.

Dictate the following sentence thrice.

Grade 2

- a. Today the boys made a sail for the boat.
- b. A slow snail slid into the wet grass.
- c. Thank you for the meat, bread, and fruits.
- d. They waited for the ten cows to go away.

7. When all the students have finished writing the four sentences, teacher collects the paper.

8. Teacher may process the activity by asking the following questions:
 - a. How did you feel while taking the tests?
 - b. What helped you in answering the tests easily?
 - c. What made it difficult for you to answer the tests?
9. English teachers submit the papers to the BASICS teacher for evaluation.

Grade 2 English
Assessment 3: Book and Print Orientation

First Quarter
SY _____

Name _____ CN _____

Section _____ Date _____ Teacher _____

TEST BEHAVIOR	SCORE	OBSERVATIONS
1. Points to the front of the book.		
2. Points to the back of the book.		
3. Points to the top of the page.		
4. Points to the bottom of the page.		
5. Points to the top of the picture.		
6. Points to the bottom of the picture.		
7. Points to the beginning of a story.		
8. Points to the right.		
9. Points to the first word of the next line.		
10. Points to the end of the story.		
11. Says that it is the end of the sentence.		
12. Says that it is a question.		
13. Points to a word.		
14. Points to the first letter in a word.		
15. Points to the last letter in a word.		

Grade 2 English
Assessment 4: Naming and Sounding Letters

First Quarter
SY _____

Name _____ CN _____

Section _____ Date _____ Teacher _____

UPPERCASE LETTERS

LETTER	N	S	Others	LETTER	N	S	Others	LETTER	N	S	Others
A				T				M			
F				Y				R			
K				D				W			
P				I				B			
U				N				G			
Z				S				L			
E				X				Q			
J				C				V			
O				H							

SCORE: (N) _____

SCORE : (S) _____

LOWERCASE LETTERS

LETTER	N	S	Others	LETTER	N	S	Others	LETTER	N	S	Others
a				t				m			
f				y				r			
k				d				w			
p				i				b			
u				n				g			
z				s				l			
e				x				q			
j				c				v			
o				h							

SCORE: (N) _____

SCORE: (S) _____

Confused Letters/Sounds

Unknown Letters

Unknown Sounds

Grade 2 English
Assessment 5: Matching and Writing Letters

First Quarter
SY _____

Name _____ CN _____

Section _____ Date _____ Teacher _____

Score (M) Score (WU) Score (WL)

Correctly Matched (M)		Correctly Written			
		Upper Case (WU)		Lower Case (WL)	
Aa _____	Nn _____	A _____	N _____	a _____	n _____
Bb _____	Oo _____	B _____	O _____	b _____	o _____
Cc _____	Pp _____	C _____	P _____	c _____	p _____
Dd _____	Qq _____	D _____	Q _____	d _____	q _____
Ee _____	Rr _____	E _____	R _____	e _____	r _____
Ff _____	Ss _____	F _____	S _____	f _____	s _____
Gg _____	Tt _____	G _____	T _____	g _____	t _____
Hh _____	Uu _____	H _____	U _____	h _____	u _____
Ii _____	Vv _____	I _____	V _____	i _____	v _____
Jj _____	Ww _____	J _____	W _____	j _____	w _____
Kk _____	Xx _____	K _____	X _____	k _____	x _____
Ll _____	Yy _____	L _____	Y _____	l _____	y _____
Mm _____	Zz _____	M _____	Z _____	m _____	z _____
Letters incorrectly matched _____					
Letters not attempted (M) _____					
Letters incorrectly written _____					
Letters not attempted (W) _____					

Grade 2 English
Assessment 6: Story Writing

First Quarter
SY _____

Name _____ CN _____

Section _____ Date _____ Teacher _____

Writing Sample # _____

Grade 2 English Assessment 7 : Read Aloud

First Quarter
SY _____

Name _____ CN _____

Section _____ Date _____ Teacher _____

Little Louie the Baby Bloomer

Leo's little brother, Louie,
couldn't do anything right.

He couldn't throw a ball.

He couldn't pull a wagon.

He couldn't rattle his rattle.

He was a messy eater.

And he never said a word.

Every day Leo played with his friends.

Every day he tried to play with Little Louie, too.

"What's the matter with Little Louie?" asked Plover.

"Why can't he throw a ball?" asked Elephant.

"Why can't he pull a wagon?" asked Crocodile.

"Why can't he rattle his rattle?" asked Snake.

"And he can't talk either," said Leo.

Leo was worried.

"Why won't Little Louie play with me?" he asked.

"Little Louie will play with you in his own good time," said Leo's father.

"And in his own good way," said Leo's mother.

"He's a late bloomer, just like you."

Scoring Miscues for Oral Reading Option

Mark all scoreable miscues by placing either a plus (for those that maintain meaning) or a zero (for those that violate meaning) in the text margin.

Reading Accuracy Index: _____%

Total all miscues marked with pluses and zeros and enter the corresponding percentage from the Miscue Chart.

Meaning Errors:

Syntactic Errors:

Visual Errors:

So Leo stopped trying to play with Little Louie and decided to teach Louie instead. Every day he showed him how to throw a ball.

Every night he showed him how to pull a wagon.

He showed Louie how to rattle his rattle, and he tried to teach him how to say his name.

Leo decided not to teach Little Louie how to eat.

"Are you sure Little Louie is a bloomer?"

Leo asked his parents.

"Patience," said his mother.

"A watched bloomer doesn't bloom," said his father.

Then one day Leo got it!

Little Louie had bloomed already.

He could throw. He could pull. He could rattle. He could even eat neatly.

He just did it all in his own good way.

The next time Leo's friends came over, Leo said, "Little Louie made it!"

"Just like you," said Plover.

"A late bloomer," said Crocodile.

"A baby bloomer," Leo said.

"Except he still doesn't talk."

"Leo!" said Little Louie.

Grade 2 English Assessment 8 : Decoding Test

First Quarter
SY _____

Name _____ CN _____

Section _____ Date _____ Teacher _____

A. Short Vowels

	1. lat
	2. ped
	3. sib
	4. mog
	5. vun
	6. fim
	7. hep
	8. yot
	9. rud
	10. cag

Total: _____

B. Digraphs, Blends

	1. sheg
	2. chab
	3. stot
	4. whid
	5. thuzz
	6. bruck
	7. cliss
	8. smend
	9. thrist
	10. phum

Total: _____

C. Long Vowels

	1. sote
	2. mabe
	3. foap
	4. weam
	5. glay
	6. shain
	7. dright
	8. hupe
	9. heest
	10. sny

Total: _____

D. Other Vowels

	1. doit
	2. spoud
	3. clar
	4. foy
	5. jern
	6. moof
	7. lurst
	8. porth
	9. stook
	10. flirch

Total: _____

Grade 2 English
Assessment 9 : Base Reading Level

First Quarter
SY _____

Name _____ CN _____

Section _____ Date _____ Teacher _____

Preprimer	Primer	Grade 1	Grade 2
see play me at run go and look can here	you come not with jump help is work are this	road live thank when bigger how always night spring today	our please myself town early send wide believe quietly carefully

Grade 3	Grade 4	Grade 5	Grade 6
city middle moment frightened exclaimed several lonely drew since straight	decided served amazed silent wrecked improved certainly entered realized interrupted	scanty certainly develop considered discussed behaved splendid acquainted escaped grim	bridge commercial abolish trucker apparatus elementary comment necessity gallery relativity

_____ : Independent level = no more than one error on a list

_____ : Instructional level = two errors on a list

_____ : Frustration level = three or more errors on a list.

Grade 2 English Assessment 10 : Phonemic Awareness

First Quarter
SY _____

Name _____ CN _____

Section _____ Date _____ Teacher _____

Rhyme

A. Ask the child if the following word pairs rhyme.

1. cat/hat = _____

4. can/man = _____

2. pig/wig = _____

5. let/pen = _____

3. box/lip = _____

6. sun/run = _____

B. Say the following rhyming word pairs. Ask the child to provide another rhyming word.

1. rack, sack = _____

4. goat, coat = _____

2. pop, hop = _____

5. wide, hide = _____

3. wing, king = _____

6. bake, lake = _____

Oddity Tasks

C. Make picture cards for the following word sets. Display each picture-card set. Ask the child to find two pictures whose names **begin** with the same sound. Circle the child's choices.

1. sun sock fish

4. pig pan dog

2. mop sun man

5. dog ten top

3. pig leaf log

6. fan leaf fish

D. Make picture cards for the following word sets. Display each picture-card set. Ask the child to find two pictures whose names **end** with the same sound. Circle the child's choices.

1. bat rock nut

4. bus glass bat

2. cup top pen

5. sock cup rake

3. ten fan cup

6. dog leg leaf

Oral Blending

E. Say the first sound of a word and then the rest of the word. Have the child say the word as a whole.

- | | |
|----------------------|----------------------|
| 1. /s/...at = _____ | 4. /l/...ock = _____ |
| 2. /m/...op = _____ | 5. /t/...ape = _____ |
| 3. /f/...ish = _____ | 6. /b/...ox = _____ |

F. Say each word sound by sound. Ask the child to say the word as a whole.

- | | |
|------------------------|---------------------------|
| 1. /m/ /□/ = _____ | 4. /s/ /u/ /n/ = _____ |
| 2. /s/ /□/ = _____ | 5. /m/ /□/ /k/ = _____ |
| 3. /f/ /□/ /t/ = _____ | 6. /l/ □/ /z/ /□/ = _____ |

Oral Segmentation

G. Say each word. Ask the child to clap the number of syllables/beats he hears in each word.

- | | |
|-------------------|---------------------|
| 1. pencil = _____ | 4. bookmark = _____ |
| 2. map = _____ | 5. elephant = _____ |
| 3. tomato = _____ | 6. rock = _____ |

H. Say each word. Have the child say the first sound he hears in each word.

- | | |
|-----------------|-------------------|
| 1. sun = _____ | 4. top = _____ |
| 2. mop = _____ | 5. candle = _____ |
| 3. leaf = _____ | 6. yellow = _____ |

I. Say each word. Have the child say the last sound he hears in each word.

- | | |
|----------------|------------------|
| 1. bat = _____ | 4. take = _____ |
| 2. hop = _____ | 5. glass = _____ |
| 3. red = _____ | 6. leaf = _____ |

J. Say each word. Have the child say each word sound by sound.

- | | |
|-----------------|------------------|
| 1. see = _____ | 4. rain = _____ |
| 2. my = _____ | 5. tub = _____ |
| 3. lake = _____ | 6. rocks = _____ |

Phonemic Manipulation

K. Say each word. Have the child say the word without the first sound.

1. sun = _____

4. ship = _____

2. mat = _____

5. bike = _____

3. leaf = _____

6. stop = _____

L. Say each word. Have the child replace the first sound in the word with /s/.

1. mad = _____

4. pick = _____

2. run = _____

5. hand = _____

3. cat = _____

6. chip = _____

Scores:

Rhyme	=	_____
Oddity Tasks	=	_____
Oral Blending	=	_____
Oral Segmentation	=	_____
Phonemic Manipulation	=	_____
TOTAL	=	_____

Grade 2 English Assessment 11 : Story Retelling

First Quarter
SY _____

Name _____ CN _____

Section _____ Date _____ Teacher _____

Book Title: _____ Teacher/Student Selected

	SCORES	
	Unprompted	Prompted
Setting: Begins with introduction (1 pt.) Gives time and place (1 pt.)	_____ =====	_____ =====
Characters: Names main character (1 pt.) Identifies other characters (1 pt.)	_____ =====	_____ =====
Problem: Identifies primary story problem (1 pt.)	_____ =====	_____ =====
Action: Recalls major events (1 pt.)	_____ =====	_____ =====
Outcome: Identifies how problem was solved (1 pt.) Gives story ending (1 pt.)	_____ =====	_____ =====
Sequence: Retells the story in order (2 pts. = correct; 1 pt. = partial; 0 = no evidence of sequence)	_____ =====	_____ =====
TOTAL SCORE (10 pts. possible)	_____ =====	_____ =====
Observations/Comments: 		
Source: Adapted from L.M. Morrow, Using Story Retelling to Develop Comprehension, in K.D. Muth, ed., Children's Comprehension of Text: Research into Practice, pp. 37-38. Copyright 1989 International Reading Association		

Appendix B
Letter to the Teachers

October , 2012

Dear Teachers ,

Good Day!

I am in the process of evaluating the BASICS Program of Grade Two students of Xavier School. I would like to request for your assistance by answering the following checklist that I am going to use as research instruments for my study.

Your responses will be strictly confidential .Thank you very much for your assistance.

Sincerely ,

Ms. Rosa Lea V. Gonzales

Philippine Normal University

Appendix C

English BASICS Teacher's Evaluation Form

Please answer the following questions as honestly as possible .

1. How effective is the BASICS Programs in terms of the following areas:

Pre- Assessment :

- a. Are the materials sufficient enough to assess students with reading difficulty?
- b. Is the Assessment period enough to provide the complete diagnosis of the students being assessed? Were the other teachers in the grade level supportive of the program?

Please explain.

Implementation of the Program

- a. How effective were the reading strategies used?
- b. Did you follow the approach recommended for the said program?
- c. Were the materials available to address the needs of the students?
- d. What kind of curriculum was used to deliver instruction?
- e. How were students progress monitored?

Post Assessment /Evaluation :

- a .How were the students evaluated during the entire implementation of the program?
- b. Were the parents informed of their child's progress in the program? How was this done?

c. Was there a significant change in the performance of the students at the end of the program ? What were some indications of this?

2.What can you consider a strengths of the BASICS Program ? Please give some evidences.

3.What are the weaknesses of the program?

4.How can the program be improved in the future?

5.Do you have any other concern that you need to be addressed as BASICS teacher?

6.What are some of your recommendations for the said program?

Please indicate the following after answering the above questions

Name :

Age :

Sex:

Years of being a BASICS teacher:

APPENDIX D

Summary of the Responses of the English BASICS Teachers and Administrators to the Open-ended Questionnaire About the Evaluation of the BASICS Program of Xavier School

1. How effective is the BASICS Program in terms of the following areas?

Pre- Assessment:

- a. Are the materials sufficient enough to assess students with reading difficulty?
 - The materials need to be evaluated in order to successfully identify students with reading difficulty. Although, they were able to identify the students, the assessments were not able to discriminate between those who have serious reading problems and those who are just slow starters.
 - There are enough informal tests to help assess students with reading difficulty. It would be most helpful if the school can provide a standardize set of Reading assessments.
- b. Is the Assessment period enough to provide the complete diagnosis of the students being assessed?
 - One full quarter is enough, provided that the number of students up for assessment are reasonable.
 - The assessment period is more than enough.
- c. Were the other teachers in the grade level supportive of the program?
 - Yes the teachers in the grade level were very supportive

Please explain.

 - The teachers provide feedback and continuously coordinate with the BASICS teacher about the performance of the students.
 - Teachers are generous enough when asked if their students can be pulled out from class so that they can be assessed. Also, they give feedback as to how their students are performing in their classes and would often recommend students for assessment.

Implementation of the Program

- a. How effective were the reading strategies used?
 - Highly effective because it involves a lot of scaffolding and modeling and practice
 - Limited strategies were taught to the students due to the lessons that need to be discussed. They were not also discussed deeply.
- b. Did you follow the approach recommended for the said program?
 - Individualized approach? Yes.
 - I followed the four-pronged approach that the program recommended.
- c. Were the materials available to address the needs of the students?
 - Most of the materials are available in the LRC. However, there were some materials that needed to be made/procured especially during the first year of implementation.
 - Materials that are specific to students with reading difficulties are very limited.
- d. What kind of curriculum was used to deliver instruction?
 - Same curriculum as the regular class with additional features such as emphasis on phonics, phonemic awareness, oral fluency, decoding, and spelling
 - It is the same with the regular class the difference is it was discussed at the level of the students..
- e. How were students' progress monitored?
 - Quarterly assessments
 - Regular recording of performance was done

Post Assessment /Evaluation

- a. How were the students evaluated during the entire implementation of the program?
 - Quarterly assessments and pre/post assessments
 - Summative Assessments, Formative Assessments, Oral Reading Fluency, one on-one reading, Oral Tests were given.
- b. Were the parents informed of their child's progress in the program? How was this done?
 - Quarterly Parent Teacher Conferences (PTC)
 - Parents were called for PTCs when needed. However, a more regular feedback should be given to ALL parents
- c. Was there a significant change in the performance of the students at the end of the program ? What were some indications of this?
 - Improvement in the quarterly report card
 - Some students showed significant improvement given the number of words they can already read and their speed in reading. However, there are still other students who need to be endorsed to a reading center in order to address their reading problems.
 - Academic performance improved from subject teachers' feedback

2. What can you consider strengths of the BASICS Program? Please give some evidences.

- Small group size, teaching methodology is flexible and is more student-centered, easy monitoring because of the class size
- Discussion between English teachers, guidance counselors and BASICS teacher helped identify the students who have reading difficulty
- Small class size allowed individualized instruction

- English BASICS students were given many exercises and activities to develop their difficulty
- English BASICS students were given different assessments fit to their level
- Students became motivated to read and gained confidence in themselves, they became eager to attend their BASICS classes
- A recording of the students' performance and behavioral observations was made
- A report that outlines the summary of the students' skills and difficulties was prepared
- Discussions between English teachers, and BASICS teacher were made
- Recommendations were even discussed during the deliberation

3. What are the weaknesses of the program?

- More time for periodic assessment
- More standardized assessments
- Although the assessments target a lot of reading skills and help identify students who needed assistance in reading, it was not able to differentiate students who have a serious reading difficulty versus those who were just slow starters.
- Students who were endorsed to be part of the English BASICS program from Grade 1 do not have a description of their reading difficulties
- One whole quarter is needed to assess the students, the BASICS program only started during the 2nd Quarter
- The English BASICS Program follows the curriculum of the regular class,
- Limited time was allotted to actually address the difficulties of the students;
- More often than not, the sessions were devoted to catch up with the lessons in the curriculum
- Fewer time was given to the BASICS students in learning their lessons because of the pull-out program. Students take-up 5-10 minutes to go to the BASICS

classroom.

- Very few differentiated learning activities were implemented to target the difficulties of the students
- Resources/ materials that focus on teaching students with reading difficulties are limited
- Teacher training on how to assist students with reading difficulties is also limited
- Although a post assessment was conducted at the end of each quarter, the tool given for the 4th quarter was quite difficult for the students
- The post-assessment only measured oral reading fluency

4. How can the program be improved in the future?

- Periodic and standardized forms of assessments
- Evaluate the assessment tools used and research for other available tools that will effectively identify students with real reading difficulties
- Start the English BASICS program during the 1st quarter in order to immediately address the difficulties of the students
- The possibility of having the English BASICS Program after school hours can be explored. In this program, the instruction will only focus on teaching students how to read and will not touch the English lessons. The English BASICS students will need to attend their English classes with the other students during the day. This way, the English BASICS students will have more instructional time instead of less.
- Conduct differentiated learning activities in order to help students develop their individual needs
- Source out resources/ materials that focus on teaching students with reading difficulties
- Equip English BASICS teachers with rigorous training in order to teach the students successfully
- Evaluate the assessment tools used and research for other available tools fit for Grade 2 students/ program

APPENDIX E

Grade 2 English BASICS Year –End Evaluation of Activities School Year 2011-2012

Activities	I like it a lot	I like it a little	I don't like it
reading aloud of stories by the teacher			
learning new words			
doing group work			
group reporting			
reciting poems			
spelling			
writing			
buddy reading			
independent reading			
playing word games			
answering drill sheets			
practicing penmanship			
guided reading			
visiting and borrowing books in the library			

1. What are the important things that you learned from your English BASICS class?

2. Do you think joining the English BASICS class helped you become a better reader and writer? Why? Why not?

3. Did you enjoy attending your English BASICS class? Why? Why not?

4. What problems or difficulties did you have when you were in the English BASICS class ?

5. Would you like to have BASICS class in Grade 3? Why? Why not?

6. What kind of activities do you think students in the BASICS class should have next year?

APPENDIX F

Summary of Students' Responses to the Following Questions:

1.What are the important things that you learned from your English BASICS class?

- reading stories- 15
- spelling – 14
- penmanship- 12
- speaking/reciting- 5
- values (honesty, behaving, working hard, respect, reading properly) -5
- Others:
- writing complete sentences
- silent reading (SRA)
- answering worksheets
- following directions
- group activity

5. Do you think joining the BASICS class helped you become a better reader and writer? Why or why not?

- Yes- Teacher helps us to practice reading all the time – 5
- I became hardworking and improved my writing- 3
 - Teacher teaches me how to read -2
 - I learned more words – 2
 - Teacher teaches me how to write long stories
 - I understand spelling
 - My grades are higher
 - Teacher gives us seatwork to learn more
 - I learned how to read
 - I learned how to study well
 - I speak English better
 - It helped me progress ; to be a better reader and writer

3.Did you enjoy attending your BASICS class? Why or why not?

- Yes- I learned how to read – 7
- Ms. Gonzales teaches us well- 4
 - It is easy- 4
 - Basics helps us to do a lot of things-2
 - I like the activities so I can improve- 2

- Few classmates
- I already know how to write in script
- I can do it now
- Makes me a good student
- I get perfect scores in quizzes

6. What problems or difficulties did you have when you were in the English BASICS class ?

- Oral test- 4
- Jumbled letters in spelling
- Script writing -2
- Plenty of quizzes

7. Would you like to have BASICS class in Grade 3? Why? Why not?

- No – teacher will be strict
 I can do it now
 Yes – It will be easy
 -It will help me improve
 -I hope the teacher is kind
 -can learn more
 - I like script writing
 -It is quiet and nice
 -If I will see Ms. Gonzales
 - It is my second time
 - It is tiring; a lot of lessons

8. What kind of activities do you think students in the BASICS class should have next year?

- group work/reporting – 4
- following directions
- spelling
- read more books
- games
- movies
- script writing
- study new words

APPENDIX G

Letter to Parents

March 2012

Dear Grade 2 Parents,

Good Day!

As part of the English BASICS Program Evaluation, we are requesting you to answer the Survey sheet attached. By giving your honest responses regarding the program, we will have a clear picture of the kind of decision that we will make in the coming year.

You are our partner for this remedial program and your feedback will help us to improve it and make the necessary input based on your suggestions.

Thank you so much for taking part in this.

Sincerely,

Ms. Rosa Lea V. Gonzales
English BASICS Teacher

APPENDIX H

Summary of Parents' Responses to the Different Statements in the Survey:

1. Reasons why my son has been invited to join the English BASICS class have been thoroughly discussed with me .

- a. Parents were individually called for a conference.
- b. They were oriented about the English BASICS Program in Grade 2.
- c. They hope to have English BASICS in Grade 3. In the beginning of the program, their sons had some difficulty in comprehension but through varied activities they improved a lot.
- d. They really appreciate the effort of the school in helping their sons.

2. I am satisfied with how my son's performance in English BASICS class was evaluated.

- a. Different ways to evaluate the boys' performance in BASICS were done.
- b. Journal writing, worksheet activities, oral reading fluency tests, quizzes, spelling and dictation exercises, and long tests were given. The parents were very much aware of these.
- c. Some parents said that they were very satisfied. Others said that they were also able to see the progress of their sons through the worksheets and quiz results

3. I was regularly updated with my son's performance in the English BASICS class.

- a. Quarterly or mid-year PTC's became venues for sharing their son's

development in the English BASICS class.

- b. The BASICS teachers had been important instruments to echo to the parents about their sons' performance in class. The returned worksheets and other written activities of the boys have short notes from the teacher.
- c. The parents expressed their appreciation for the comments that the teacher writes on their sons' worksheets and quizzes
- d. Letters are given every now and then for updates on their sons' performance during the quarter.

4. I have observed significant improvement in my son's reading skills after inclusion in the English BASICS program.

- a. Most of the parents expressed that they have observed a lot of improvement in the reading skills of their sons.
- b. Their sons became more interested in reading books.
- c. There was also an improvement in their comprehension and writing skills.

5. The BASICS program helped improve my son's performance in the other academic subjects.

- a. They did see that as the reading of their sons improved, even the grades in the other subjects improved like solving Math problems and answering essay questions.
- b. They gained self- confidence especially in expressing themselves orally and in written activities.

6. My son enjoyed attending the BASICS class.

- a. Their sons really looked forward to the BASICS class.
- b. They expressed that it was fun and that they like their teacher and

classmates very much.

- c. They enjoyed reading books on their own and would like to choose books during Book Fair.

7. I find the instructional materials used in the BASICS program appropriate to my son's needs.

- a. Some parents said that the materials were varied and effective.
- b. Varied strategies were used by the teacher and comments were given for each accomplishment of their sons.
- c. Their sons liked the mini library in the classroom.

8. I feel that the lessons in the English BASICS program are made to suit the needs of the students.

- a. The parents were made to understand that the lessons in the program are the same as the English lessons in the regular class with add-on and mini lessons to enhance the students' skills and to address their reading problems especially in comprehension.
- b. They found them just right for their sons. The teacher adjusted the pace of the lessons for the program.

9. I believe that my son has mastered the skills and lessons taught in the English BASICS class.

- a. Because of the slower pace, their sons were able to take their time to understand the lessons.
- b. The diagnostic test at the end of the school year showed how the students

improved in the different skills that they were taught throughout the year.

10. My son's attitude towards reading greatly improved.

- a. Some parents said that their sons read a lot nowadays.
- b. Their attitude towards reading has greatly improved.

11. My son learned helpful reading strategies from the English BASICS class.

- a. The results of their quizzes, long tests, quarterly tests and other assessments are evidences of how they were able to apply the different strategies that they have learned

12. I believe that the class size of 15 students per class is just right for an English BASICS class.

- a. Some parents said it is just right. Smaller class was one of the reasons why their sons became more focused in learning and their needs were met.
- b. Someone said that it is also up to the skill of the teacher.
- c. They also suggested considering decreasing the number of students in the regular class.

13. The English BASICS classroom is conducive to learning.

- a. They have a room of their own.
- b. They have books in the room.
- c. The parents said these are important and were also helpful to the boys.
- d. Some parents did not have the opportunity to see the classroom.

14. I believe that provisions for mainstreaming within the school year should be considered.

- a. They think that it is a good program and is very helpful.
- b. Later on, students should be mainstreamed in the middle of the year but the teacher should be able to judge if the students are ready to be in the regular class as long as it is explained well to the parents and students were properly evaluated.
- c. But to some parents, separating a child from a subject for a period of time and letting him go back to the regular class might confuse and stress him out.

Letter of Request

Philippine Normal University

Dear Sir/Madam

Good day!

The undersigned would like to request for your assistance in validating the Research instruments that I will use for my seminar paper entitled "Evaluation of the BASICS Reading Program of Grade Two students of Xavier School for School." Here are some questions that you may consider in validating the instruments.

1. Are the questions and indicators clearly stated?
2. Are there any ambiguities in the items?
3. Are the questions appropriate to the level of the respondents?

Please feel free to give other comments and suggestions.

Thank you very much for your assistance.

Sincerely,

Ms. Rosa Lea V Gonzales

Philippine Normal University

CURRICULUM VITAE

ROSA LEA V. GONZALES

1363 Mactan Street, Baclaran Paranaque City

Philippines

Cellular #: 09175136483

Email: lea_glc1@yahoo.com

Professional Objectives:

To establish myself in a stable and well-reputed company, where I can utilize and contribute my expertise and experience, and harness my potential to be part of the company's growth with my loyalty, dedication, and hard work in an environment that offers challenge, recognition, and a bright career.

Academic Achievements:

Bachelor of Science in Psychology

University of Santo Tomas

Philippines-1983

Post Graduate: Master of Arts in Language Teaching –ELA

Philippine Normal University (PNU)- Present

Personal Details:

Date of Birth: July 06,1960

Height: 4'11"

Weight: 50 kgs.

Interest: reading books, writing, watching movies, playing musical instrument

CAREER PATH

XAVIER SCHOOL (Greenhills, San Juan, Phils.) 1993- present

Grade School Teacher

Grade Level Coordinator

XCE Supervisor to China (supervises Grade 7 students in their formation program in China - 2008)

- teaches different subjects of the grade school level
- supervises advisory class
- handles Grades 1,2 and 3 students for 20 yrs.
- supervises the grade level (students and teachers)
- observe teachers of the grade level
- handles formations of teachers and students in the grade level
- plans the activities of the grade level

ELIZABETH SEATON SCHOOL (Las Pinas, Philippines) 1988-1992

Grade School Teacher

- teaches different subjects of the grade school level
- supervises advisory class
- handles Grades 1,2 and 3 students for 4 yrs.

INDUSTRIAL MANPOWER CORPORATION-(Greenhills, San Juan, Philippines) 1985-1987

Psychometrician

- handles the recruitment procedures for applicants of Rustan's Commercial Center
- administers Psychological Tests of applicants
- scores and interprets test results
- writes Psychological reports of applicants
- assesses test results for recommendation

SUMMER JOB- MUNICIPALITY OF PARANAQUE (April 1979)

OTHER ACHIEVEMENTS:

ELEMENTARY: Valedictorian 1967-1973

HIGHSCHOOL: Salutatorian 1975-1979

College: Dean's Lister for 1st year (University of Santo Tomas)

Instrumentalist- for UP FILIPINIANA DANCE GROUP (EUROPE TOUR 1992,1995,2000)

Publications: Grade 2 English Text Book
Dynamics Series in English
(co-writer)