

E. S. Claveria's Technique: Its effectiveness as reading remediation tool for grade one pupils

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Abstract

The study aimed to present the effectiveness of E. S Claveria's Reading Technique, as a remediation tool for grade one pupils of Angono Elementary School for school year 2019-2020. The 42 respondents of the study were all grade one pupils which were chosen based on their academic performance that had been evaluated. The study used the descriptive research design that utilized E. S. Claveria's Technique in reading. This study used same form of pre-test and posttest with 20 items. The result of the test was used to determine the reading performance of each pupil. Such test considered like filling in the blanks to form a word with a picture in each number, connecting a line from the picture to its name, and marking the number with check or ex for comprehension. The teacher made test in reading was validated by the Master Teachers, grade one teachers of the school. The E. S. Claveria's Technique Guide used as intervention program for non-reader pupils in Grade 1 really helped a lot to improve their performance level. Action plan crafted based upon the result of the study and from the suggestions and recommendations drawn in the course of implementation. When it was permitted, the researcher personally administered the research instrument to the subject as well as the remediation. Action plan crafted based upon the result of the study and from the suggestions and recommendations drawn in the course of implementation. It showed that after exposure to E.S. Claveria technique, there was an increase in the result in the posttest. It is therefore recommended that it could be used to all learners in all grade levels with poor or low performance level in reading.

Keywords: E. S. Claveria reading technique, remediation, reading level, performance, grade one pupils, comprehension

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1. Context and Rationale

Reading is essential for a child's success. Learning to read is sequential process. Each new skill builds on the mastery of previously learned skills. Through hearing stories, children are exposed to a wide range of words. This helps them build their own vocabulary and improve their understanding when they listen, which is very important as they start to read. It is vital for them to understand how stories work too. Reading is important for many reasons. It is the cheapest way of acquiring knowledge and thus improving life styles. Many people also read for pleasure, which in turn can help the reader relax and better handle the stress in their lives.

The ability to read opens countless doors of exploration and learning. Children are taught to read early because much of their education comes from reading textbooks and assignments. It is a skill, once learned, is continually used and exercised into adulthood. Reading is one of the best ways to gain a general knowledge of almost anything. It boosts imagination and creativity in both children and adults. It allows learner to explore new worlds, people and experiences. Through reading, the reader may begin to see the world in a fresher and more creative light. According to Article XIV, Section 2 of the 1987 Constitution, the state shall:

“Establish, maintain, and support a complete and adequate and integrated system of education relevant to the needs of the people and society”.

In 1999, the National Reading Panel states that many teachers are concerned about the numbers of elementary pupils who struggle with reading. Studies indicate that when students get off to a poor start in reading, they rarely catch up. Struggling readers encounter negative consequences, grade retention, and assignment to special education classrooms or participation in long-term remedial services. Further, as they progress through the grade levels, the academic distance from those who read well grows more pronounced. Teaching has been considered a noble profession by people for various reasons. The most common is that teachers help educate future generations. Many people described teachers as molder of the future because they help people acquire necessary skills to take new challenges and contribute to the world in meaningful ways.

Based on the researcher's experience, if a child cannot read well by the end of grade one, odds are that children will never catch up, and the effect of falling behind and feeling like a failure can be stressful. This was the basis why the researcher sought applicable technique to develop reading skills of non-readers specifically grade one pupils. The researcher believed that with the right reading strategy, an estimated 80% of non-readers can be helped.

The main concern of the researcher is to look for a creative technique that would be responsive to the identified needs of the non-readers. An interesting concept, such as E.S. Claveria's Technique is reckoned by the researcher worthy of evaluation in order to test the effectiveness as employed strategy for non-readers. The goal of all reading technique is to help students become expert so that they can achieve independence and can use literacy for lifelong learning. Reading to use technique effectively is essential to constructing meaning. Readers who are not strategic often encounter difficulties in their reading.

In the Article “Teaching Reading Strategies: A Critical Foundation for Reading Success” reading strategies are explicit planned actions that help translate the printed word into sounds meaning. Reading skills benefit

every kind of students, but they are essential for emerging readers, struggling readers, English language learners and students with learning challenges. This article uses adaptable, appropriately sequences, enduring and highly effective strategies for reading. Whether you are an educator or a parent who wants to improve your students' reading skills, reading strategies will enhance your instruction and truly help your students achieve reading success.

In an article entitled "Reading Strategies: What are they?" King (2008) believes that four factors are involved in reading comprehension: the reader, the text, the strategies and the goal. He emphasized that what actually makes the difference is the reading strategies. For King, the single most important factor in reading is the strategies learners utilize. In an article "7 Reading Techniques for Increasing Learning Knowledge," there are some reading techniques which if mastered at a growing stage can help us, be better and far more comprehensive readers. These skills might not necessarily be learned as rigid theories or rules but if understood well once they can definitely enhance the reading skills and increase the quality and quantity of output we get from after reading.

In a study by Karen Tankersley (1952), a solid foundation in phonemic awareness, vocabulary, and general background knowledge is essential for young students if they are to become successful readers. Research showed that students who fall behind their classmates as early as 1st grader will fall further behind as time passes (Francis, Shaywitz, Sterberg, Shaywitz, & Fletcher 1986; Good Simmons & Smith, 1998; Torgensen & Burgess, 1988). Karl McDonalds (2012) cited in "Different Reading Techniques, and when to use them", one of the first things you learn about teaching is that there are different reading techniques and the students should be aware of which technique is most suited, depending on the reading task required by the text of by their teacher. Training students to know their reading techniques and deduce when best to apply them is indeed important especially under examination conditions when time constraints come into play and decisions need to be made depending on time availability and the importance of the task at hand.

2. Innovation, Intervention and Strategy

The study was anchored in the theoretical framework of Bruner, that learning is an active process in which learners construct new ideas or concepts based upon their current/past knowledge. The learner selects and transforms information, constructs hypotheses and makes decisions, relying on a cognitive structure to do so. Cognitive structure provides meaning and organization to experience s and allows the individual to "go beyond the information given".

As far as the instruction is concerned, the teacher should try to encourage students to discover principles by themselves. The teacher and students should engage in an active dialog. The task of the teacher is to translate information to be learned into a format appropriate to the learner's current state of understanding. Curriculum should be organized in a spiral manner so that the students continually build upon what they have already learned.

The study was also anchored to Piaget's theory of cognitive development. It is a comprehensive theory about the nature and development of human intelligence. To Piaget, cognitive development is a progressive reorganization of mental processes resulting from biological maturation and environmental experience. He believed that children construct an understanding of the world around them, experience discrepancies between what they already know and what they discover in their environment, then adjust their ideas accordingly. Moreover, Piaget claimed that cognitive development is at the center of the human organism, and language is contingent on knowledge and understanding acquired through cognitive development.

The study was also anchored on the philosophical thought of John Dewey who laid the foundations of a new participatory philosophy of education, particularly at the elementary level. Dewey's educational focus was on action experiences and learning by doing. He advocated education that would fill the lives of the students as well as prepare them for the future. His philosophy is suited to the study because teachers are regarded as builders of

pupils' future. Teachers are committed to grow professionally so that they could contribute to their fullest extent for the educational growth of their pupils. Attending to pupils' needs such as teaching strategies is one of the major concerns of the teachers to be able to prepare them as productive individuals in the future. In addition, Dewey stressed the educational development of the pupils in terms of individual need and interest. He was a part of the so-called progressive education movement of the 20th Century education, a system of teaching the emphasized the needs and potential of the child.

The above-mentioned theories and philosophies were considered suited to the study since the researcher believe that teachers try to find strategies that will enable the learners to read and eventually help students achieve reading success.

3. Action Research Questions

This study determined the effects of utilizing E. S. Claveria Technique in the performance of Grade One learners for School Year 2019-2020. Specifically, it answered the following questions:

- What is the level of performance of the grade one pupils before and after their exposure to E. S. Claveria technique?
- Is there a significant difference on the level of performance of the grade one pupils before and after their exposure to E. S. Claveria technique?
- Based on the findings, what plan of action may be proposed to improve the learners' performance in reading?

3.1 Action Research Methods

Participants and/or Sources of Data - The researcher utilized the forty-two (42) Grade One learners of Angono Elementary School for the school year 2019-2020 as the subject of the study.

Data Gathering Methods - This study utilized the pretest and posttest as a research instrument. The pretest and posttest consisted of twenty (20) items. The content of the pretest was the same with posttest in such a way that the reading skills were measured. The test considered are filling in the blanks to form a word with a picture in each number, connecting a line from the picture to its name, and marking the number with check or cross for comprehension. The scores of the pupils for the pretest and posttest will be the main sources for the level of learning gained by the respondents before and after exposure to the E.S. Claveria technique.

To determine the level of performance, the following scales were used:

Performance Level Scale	Interpretation
16.00-20.00	Outstanding
12.00-15.99	Very Satisfactory
8.00 – 11.99	Satisfactory
4.00 – 7.99	Poor
0 – 3.99	Did Not Meet Expectation

In conducting the research, permits were secured by the researchers in order to have the access of various data. The parents of the pupils were informed that their children will undergo experiments on the class. They were also informed that the answers of the respondents on various tests will be kept confidential.

4. Discussion of Results and Recommendations or Reflection

Table 1

Level of Performance

Performance Scale	Interpretation	Pretest	Percentage	Posttest	Percentage
16.00-20.00	Outstanding	0	0	28	66.67
12.00-15.99	Very Satisfactory	8	19.05	6	14.29
8.00-11.99	Satisfactory	10	23.81	8	19.05
4.00-7.99	Poor	12	28.57	0	0.00
0-3.99	Did Not Meet Expectation	12	28.57	0	0.00
		42		42	

Table 2

Mean Scores of Pretest and Posttest

	Pretest	Posttest
N	42	42
Mean	6.2381	14.7143
Mean Percentage Score	31.1905	73.5715
SD	3.837888	2.787478

As depicted in Table 2, Pretest indicated an average mean score of 6.2381 while the Post Test indicated an average mean score of 14.7143 from the scores of forty-two pupils in Grade 1. In terms of Mean Percentage Scores, the Pretest recorded a Mean Percentage Score of (MPS) of 31.1905 while the Post Test reflected an MPS of 73.5715 indicating an increase. The standard deviation (SD) of 3.837888 for the Pretest reflected a large amount of variation in the group that is being studied while the SD for the Post Test of 2.787478 indicated that performance of the subjects being studied has clustered near the average mean.

Table 3

Significant difference on the pretest and post test results

	Mean	Mean Difference	T	Level of Significance	Interpretation
Pre- Test	6.2381				
Post Test	14.7143	-8.4762	-10.6	.00001	Significant

Table 4 presents the significant difference of the level of performance of Grade one pupils in the Pretest and Posttest. It showed that for competencies under MELC # 1, during the Pre-test the obtained average mean of 6.2381 is lower than the obtained average mean of 14.7143 in the Post Test. At 5% level of significance the mean difference of -8.4762 with a T value of -10.6 and a p value of .00001 indicates that there is significant difference on the performance of the pupils during the pretest and posttest.

4.1 Work Plan

This showed the task schedules on the conduct of the research.

Particulars	November -December 2021					
	11	15	18-13	14	16	18
Identification of Skills/Securing permission from the school head/parents for the experiment						
Pre – Test						
Implementation of the Experiment (Utilization of E. S. Claveria Technique)						
Post-Test						

Statistical Analysis						
Summary of findings, conclusions and recommendations						

Plan for Dissemination / Advocacy

OBJECTIVES	ACTIVITY/ES	SUCCESS INDICATOR	PERSONS INVOLVED	TARGET DATE	REMARKS
To get the level of acceptability of the output for utilization	Getting level of acceptability of the output for utilization	High level of acceptability of the output	School Head Researchers Teachers of Science	November, 2019	E.S. Claveria Intervention Materials are ready for utilization
To provide the output for utilization	Distribute the materials for utilization.	Compiled materials for utilization	School Head Researchers Teachers of Science	December, 2019	Utilization of E.S. Claveria Intervention Materials

4.2 Recommendations:

- Thorough training of teachers in using the E. S. Claveria Technique should be planned to effectively execute and gain maximum benefits from it.
- It is recommended that the project be used and implemented to all non-readers/slow readers in all grade levels.
- Since E.S. Claveria's Reading Technique has been found effective, a 30-minute remediation every day is encouraged to establish their good reading habit.
- An in- depth research similar to the project must be made in order to meet the demands and challenges of the present time.

Action Plan

AREA CONCERN	OBJECTIVES	KEY STRATEGIES	TIME FRAME	PERSONS INVOLVED	PERFORMANCE INDICATOR
Pupils Development	To improve the performance level of learners	E.S. Claveria	November-March	Pupils Teachers Parents	Active participation of pupils/ submission of worksheets on time
Teachers Development	Train teachers in teaching using E.S. Claveria	SLAC	December - March	Teachers Principal MT's	100% participation and commitment
Curriculum Development	To enhance and to uplift for the 21 st century learners and skills	SLAC	December-March	Teachers Principal MT's	Zero dropouts

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