



ORTON-GILLINGHAM APPROACH: ITS EFFECTS ON THE READING ABILITY OF GRADE TWO PUPILS

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Abstract : This study investigated the effects of the Orton-Gillingham Approach on the reading ability of Grade 2 pupils at Libertad Alto Elementary School. A pre-experimental design, employing a pretest-posttest research methodology was used in this study. A total of 39 Grade 2 pupils of Libertad Alto Elementary School served as respondents of the study who were selected using purposive sampling technique, specifically total population sampling. The findings indicated that the majority of the pupils belonged to the economically disadvantaged families, and prior to the implementation of the Orton-Gillingham Approach, their reading ability ranged from instructional to non-readers. However, after the approach was applied, the pupils' reading ability showed significant improvement, from 7 non-readers to no non-readers. Based on the results, the p-value is 0.000 with α value of 0.05, hence, it is recommended to introduce the Orton-Gillingham Approach as a supplement to existing reading strategies because of its effectiveness. Furthermore, it should involve parents in supporting their children's reading development, and encourage teachers to create their own supplemental reading toolkits aligned with the Orton-Gillingham Approach. By implementing these recommendations, schools can enhance the reading abilities of the grade two pupils thereby, improving the pupils academic performance.

IndexTerms - Orton-Gillingham Approach, pre-experimental, reading ability

I. INTRODUCTION

Reading is a crucial cognitive skill that plays a vital role in the advancement of modern civilizations. However, a significant challenge persists for approximately 250 million children in developing nations who are in the primary school age, who struggle to acquire this skill. According to Kelpin (2019), only about 30 percent of third-grade pupils demonstrate reading proficiency, while over 50 percent of second-grade students exhibit the same proficiency level.

Early reading instruction for young children holds immense importance in improving educational outcomes and in yielding far-reaching impacts. By teaching children to read at a young age, their chances of mastering complex skills and acquiring knowledge that relies on reading are significantly enhanced. On the other hand, children who fail to learn how to read during the primary grades face an increasing risk of falling behind their peers in subsequent years. This is due to their limited ability to comprehend written materials, follow instructions, and express themselves effectively in writing (Olmeda, 2019).

The consequences of inadequate reading skills put these children at a substantial disadvantage compared to their peers who have acquired proficient reading abilities. Therefore, it becomes crucial to address this issue and prioritize early reading instruction to ensure equal educational opportunities for all children, irrespective of their socioeconomic backgrounds or geographic locations. Recognizing the significance of literacy development, the educational system of the Philippines places emphasis on fostering literacy skills among preschool-aged children. Several reading programs, such as the "Every Child A Reader Program" (ECARP), the "Project D.E.A.R. (Drop Everything and Read)" program, the "Reading Assistance Program," the "Summer Reading Camp" program, and the annual celebration of "National Reading Month," had been initiated by the Department of Education (DepEd) to enhance and broaden the reading abilities of elementary school-aged children (DO S2021 026 - Department of Education, 2019). However, the Education for All National Review Report revealed an alarming rise in illiteracy rates among children, adolescents, and adults in the country.

The impact of poor reading performance extends beyond literacy itself and significantly affects learning across other subjects. To address this issue, educators must prioritize effective methods of teaching reading, particularly in the first grade. It is essential to employ a reading instruction method that focuses on teaching the fundamental aspects of reading before progressing to more advanced components (Bautista, 2019).

The Orton-Gillingham Approach, a comprehensive and phonics-based system, offers a thorough method to improve reading abilities. This approach considers three learning modalities - kinesthetic, auditory, and visual - and tailors instruction accordingly (Arias, 2020; MacLeod-Vidal & Smith, 2020). Recognizing that each pupil has a unique learning style, the Orton-Gillingham Approach promotes flexibility compared to scripted and inflexible reading programs (Hughes, 2014).

The effectiveness of the Orton-Gillingham method lies in its multifaceted, ordered, gradual, accumulative, customized, phonics-based, and specific instruction (Bin Saddiq, 2021). It starts with sound/symbol associations, the basic units of written language, and progressively teaches students to comprehend words, phrases, sentences, and narratives by combining sounds through auditory, visual, and tactile learning modalities (Magpuri-Lavell et al., 2014; Bernadowski, 2017; Neuss, 2021).

While the Orton-Gillingham Approach offers significant benefits, it requires educators to undergo extensive training. Training typically consists of an intensive one-week program followed by professional development sessions (Mireles, 2018). However, a drawback of this program is the time investment required for training (Fritts, 2016), and its potential overlap with existing literacy initiatives.

At Libertad Alto Elementary School, reading proved to be challenging for many Grade 2 pupils. A considerable number of pupils lacked a clear understanding of the relationship between individual letters and the sounds they represent. Additionally, they exhibit a lack of confidence, perceiving reading as too difficult for them to attempt. When faced with letters and words, they demonstrate hesitation and confusion, relying on rote memorization rather than blending sounds together. These difficulties hindered their ability to develop fluent reading skills.

Given these circumstances, it is imperative to investigate the potential impact of implementing the Orton-Gillingham Approach on the reading abilities of Grade 2 pupils at Libertad Alto Elementary School. This comprehensive and demanding program aims to teach students the fundamental aspects of reading before progressing to more advanced skills. The Orton-Gillingham Approach employs a spiral-based instructional format, which provides structured direction in the learning process.

While the Orton-Gillingham Approach has demonstrated success in numerous studies, it does present certain challenges. One such challenge is the significant training required for educators to effectively implement the program. Educators must undergo approximately thirty hours of intensive training, followed by ongoing professional development sessions. However, this investment in training is necessary to ensure the program's efficacy (Mireles, 2018). Additionally, the Orton-Gillingham Approach should be carefully coordinated with other literacy initiatives already in place to avoid redundancy and maximize its impact.

The study aimed to address the reading difficulties experienced by Grade 2 pupils at Libertad Alto Elementary School by implementing the Orton-Gillingham Approach. The objective was to improve the students' reading abilities and empower them with the necessary skills to succeed academically. Through the research project, the effectiveness of the Orton-Gillingham Approach in enhancing the level of reading ability among Grade 2 pupils was assessed, with the ultimate goal of fostering literacy and providing equal educational opportunities for all.

Theoretical Framework

This study is anchored on Phonological Deficit Theory (1979) as cited by Zoccolotti (2022). and Fleming's Learning Style Theory (1987) as cited by SK & Helena (2017).

Phonological Deficit Theory

The Phonological Deficit Theory posits that difficulties in reading and language acquisition arise from deficits in phonological processing skills. According to this theory, individuals with phonological deficits struggle with recognizing and manipulating the individual sounds, or phonemes, that make up words. This deficit affects their ability to decode words accurately and efficiently, leading to reading difficulties (Rack, 2017).

The Orton-Gillingham Approach is aligned with the Phonological Deficit Theory by addressing these underlying phonological processing deficits. The approach employs a systematic and structured phonics-based instruction, focusing on developing phonemic awareness, phonics, and decoding skills. By explicitly teaching students the sound-symbol relationships and providing ample opportunities for practice, the Orton-Gillingham Approach aims to strengthen their phonological processing abilities.

Through its multisensory techniques, the Orton-Gillingham Approach engages students in auditory, visual, and kinesthetic modalities, catering to different learning styles and enhancing the encoding and decoding of phonemes. The approach emphasizes explicit instruction, breaking down words into individual sounds and syllables, and gradually building up to more complex words and texts. This targeted instruction helps students overcome their phonological deficits and improve their reading abilities.

The study sought to examine the effects of implementing the Orton-Gillingham Approach on the reading ability of Grade Two pupils. By employing this approach, the researcher aimed to provide intensive and systematic phonics instruction to address the phonological processing deficits observed among the students. The study hypothesized that the Orton-Gillingham Approach would lead to significant improvements in the students' decoding skills, reading fluency, and overall reading comprehension.

By investigating the impact of the Orton-Gillingham Approach within the context of the Phonological Deficit Theory, the study aimed to contribute to the existing knowledge on effective reading interventions for students with reading difficulties. The findings of the study would have implications for educational practitioners, providing insights into the effectiveness of the Orton-Gillingham Approach in supporting the reading development of Grade Two pupils and in addressing their phonological processing deficits.

Fleming's Learning Style

Fleming's Learning Style Theory (1987), as cited by SK & Helena (2017), provides a framework for understanding how individuals prefer to process and acquire information. This theory suggests that people have different learning styles or preferences, which influence how they best understand and retain new knowledge.

According to Fleming's theory, there are four main learning styles: visual, auditory, kinesthetic, and tactile. Visual learners prefer to learn through visual aids, such as charts, diagrams, and images. Auditory learners, on the other hand, grasp information best through listening and verbal explanations. Kinesthetic learners learn most effectively by engaging in hands-on activities and physical experiences, while tactile learners benefit from touch and interaction with their environment.

The Orton-Gillingham Approach encompasses elements that cater to multiple learning styles. It incorporates visual components by utilizing materials like letter cards, word charts, and other visual aids to facilitate letter-sound associations and word recognition. Auditory aspects are integrated through the systematic phonics instruction that emphasizes the sounds of letters and their combinations. Kinesthetic learners are engaged through multisensory activities involving movement, such as tracing letters or blending sounds with hand motions. Tactile learners can benefit from manipulatives and tactile experiences, like shaping letters with clay or feeling textured surfaces.

By aligning with various learning styles, the Orton-Gillingham Approach accommodates the diverse needs of Grade 2 pupils, providing them with multiple pathways to engage with and comprehend reading materials. This comprehensive approach ensures that students with different learning preferences can access and process information effectively, thereby enhancing their reading abilities.

The Fleming's learning style hypothesis, which claims that pupils with a largely kinesthetic learning style are regarded to be natural discovery learners, is another theory on which this study is based. Learners would rather learn by doing than understanding beforehand and then doing. They may not profit from listening or reading since they prefer to play with topics. Furthermore, these learners require little verbal or written guidance and are at ease participating in hands-on tasks. Thus, kinesthetic learners like creating things and learning via hands-on activities, which means they learn best in labs, seminars, gymnasiums, simulated or real-world settings where they may be active.

Neil Fleming developed one of the most widely recognized VARK learning models in 1987, which claims that one belongs to one of four categories of pupils. The term "VARK" refers to the numerous styles of learning that individuals have when acquiring new knowledge. Individuals are recognized through the learning method with which they can connect mostly.

As the name indicates, visual learners acquire and remember knowledge effectively by observing. They prefer to have information conveyed graphically instead of writing. Aural learners, also known as auditory learners, learn well by hearing facts. They enjoy listening to others, convey knowledge and then regurgitate it back to them rather than actively engaging with the lesson or taking notes. In reading and writing, learners learn best when new knowledge is delivered in the manner of words and letters. They usually write lists, study definitions, and like synthesizing knowledge in the most logical way for them. Finally, the fourth VARK learning type refers to kinesthetic (or tactile) learners. They learn best when they can physically touch and perform things. For kinesthetic learners who prefer a "blind trial and error" method to learning, hands-on experience is vital. They like getting their hands dirty and handling items and materials to better understand how things function. Movement and brief bursts of learning are frequently required to keep children interested and engaged instead of sitting at a chair for lengthy amounts of time.

Kinesthetic learners thrive in chemistry experiments, sports activities, painting, and acting. While learning or studying, they can additionally listen to music. They frequently focus on two separate topics at a given time. The use of one's own movements strengthens short-term as well as long-term memory in kinesthetic learners. They commonly recall information by traveling through time and imagining their own physical motions. They also have good hand-eye coordination and fast sensors.

Conceptual Framework

The investigation was carried out by the researcher to determine the impact of the Orton-Gillingham Method on the reading skills of students in grades 2 and higher. The primary objective was to assess whether the implementation of the Orton-Gillingham Method resulted in improved reading abilities among the pupils. Since research findings demonstrated the effectiveness of the Orton-Gillingham Method, the researcher would advocate for its incorporation as supplemental activities in all elementary schools within the Sinacaban district. This advocacy would involve disseminating the necessary steps and procedures for implementing the Orton-Gillingham Method through LAC (Learning Action Cell) sessions.

The majority of learners faced difficulties in reading due to various factors, such as the inability to recognize individual letters, difficulties in syllabication, limited attention spans, and a lack of parental guidance. To address these challenges, the intervention of the Orton-Gillingham Method was utilized. This approach emphasizes learning and provides targeted strategies to support students in developing their reading skills.

Figure 1 illustrates the relationship between the independent variable, the Orton-Gillingham approach, and the dependent variable, reading ability. The Orton-Gillingham approach is represented in the first box, while the second box shows the reading ability of the students. The study aimed to determine how the implementation of the Orton-Gillingham Method influenced the reading abilities of the students.

The expected output of the study was the development of a comprehensive learning toolkit that would effectively enhance the learners' reading abilities. The toolkit would serve as a valuable resource in facilitating the implementation of the Orton-Gillingham Method and in improving reading skills among learners.

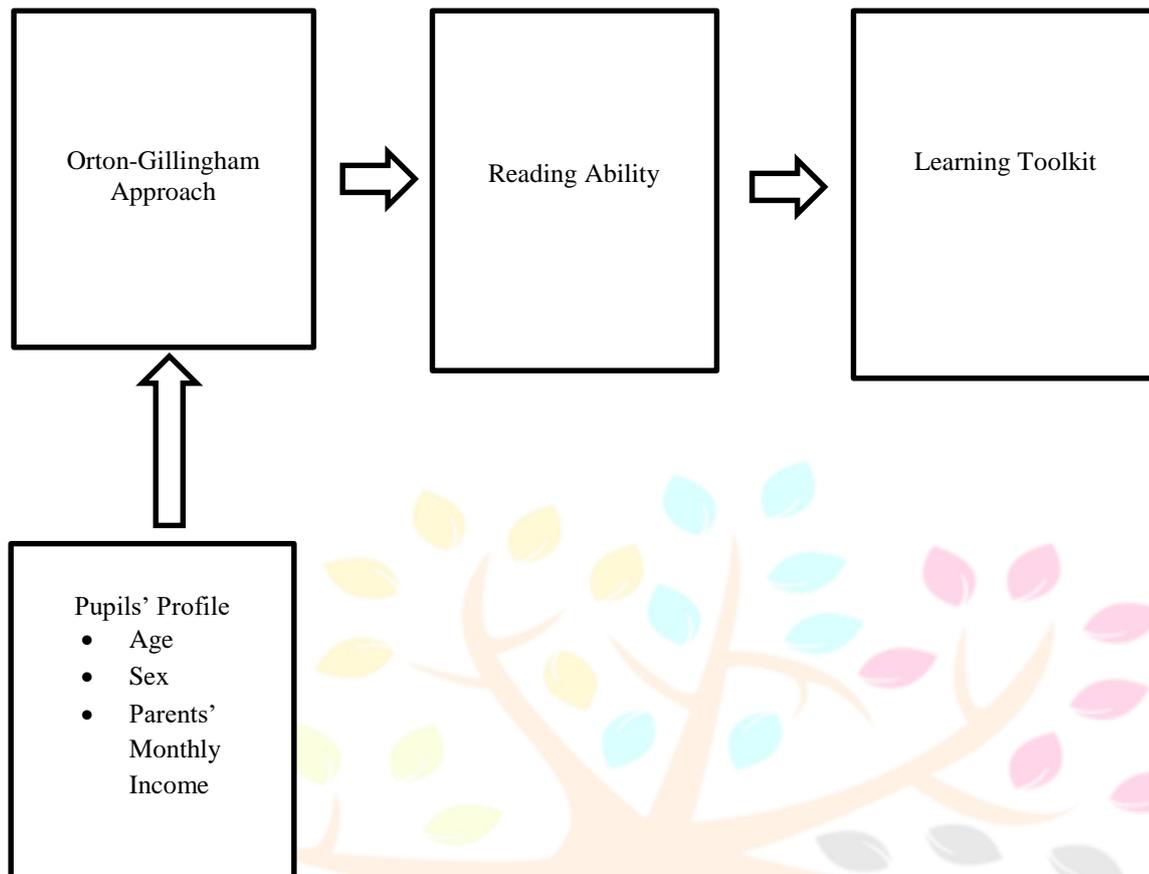


Figure 1. Schematic Diagram of the Study

Statement of the Problem

The study aimed to determine the effects of Orton-Gillingham Approach on the reading ability of Grade 2 pupils in Libertad Alto Elementary School. Specifically, this study sought to answer to the following questions:

1. What is the profile of learners in terms of:
 - 1.1. sex;
 - 1.2. age;
 - 1.3. parents' monthly income?
2. What is the reading ability of the Grade 2 pupils before the Orton-Gillingham Approach is applied in teaching?
3. What is the reading ability of the Grade 2 pupils after the Orton-Gillingham Approach is applied in teaching?
4. Is there a significant difference in the reading ability of Grade 2 pupils before and after the application of Orton-Gillingham Approach?
5. What learning toolkit can be drawn based on the findings of the study?

Null Hypothesis

Ho: There is no significant difference in the reading ability of grade 2 pupils before and after the application of Orton-Gillingham Approach.

Significance of the study

The result of the study will benefit the following:

Teachers. The study's findings will benefit teachers by providing new ideas for making reading more enjoyable and exciting. This study will provide teachers with an alternative to the traditional method of teaching pupils to read.

School Heads/Principals. School heads/principals will oversee their teachers' training and other professional development needs in order to assist them in facilitating learning. They will encourage their teachers to undergo LAC session with regards to applying Orton-Gillingham Approach

Pupils. Pupils' learning potential, particularly their reading ability, would be maximized. Learners will benefit directly when their needs are addressed properly by their teachers during the intervention process, and significant academic improvement will be observed.

Parents. The study's findings will help parents motivate and guide their children to continue reading even at home. They actively participate in the learning process by assisting and guiding their children. It will also help them realize their role as vital partners in learning to unleash and develop the full potentials of their children.

Future Researchers. This would serve as a foundation for future researchers to serve as additional reference which will give them ideas and insights that may be helpful in their research. It will help to develop a research output about the more effective approach in enhancing the reading ability of pupils especially in lower grades. Furthermore, they can do comparative analysis between Marungko Approach and Orton-Gillingham Approach.

Scope and Limitations

This research aimed to determine the effects of the Orton-Gillingham Approach on the reading ability of grade two pupils at Libertad Alto Elementary School during the school year 2022-2023. The study sought to provide insights to teachers regarding the effectiveness of implementing the Orton-Gillingham Approach in their instructional practices.

In this study, the Orton-Gillingham Approach served as the independent variable. The researcher aimed to determine whether this approach effectively enhanced the reading ability of grade two pupils. By examining the outcomes of the study, valuable insights were gained regarding the potential impact of the Orton-Gillingham Approach on students' reading skills. These findings can contribute to the ongoing efforts of educators to refine their teaching practices and improve reading instruction for grade two pupils. In the validation process of the study materials, the researcher incorporated face validity by seeking input from various stakeholders, including the thesis adviser, master teacher, and school heads. Face validity is a subjective assessment of whether the materials appear to be valid and appropriate for their intended purpose.

The involvement of the thesis adviser played a crucial role in evaluating the materials. As an experienced academic mentor, the thesis adviser provided valuable insights and feedback regarding the suitability and relevance of the materials to the research objectives. Their expertise and guidance ensured that the materials were aligned with the study's overall framework.

Additionally, the master teacher, who possessed practical knowledge and expertise in the field, contributed to the face validity assessment. The master teacher's perspective and insights were instrumental in determining the appropriateness of the materials for the targeted student population and their classroom setting. Their feedback helped identify any potential areas of improvement or refinement.

Furthermore, the school heads, being responsible for overseeing educational programs and curriculum, provided an important perspective in validating the materials. Their input ensured that the study materials were aligned with the school's educational goals, policies, and standards.

While face validity provides a valuable initial assessment, it is important to note that it is subjective and based on the perceptions and judgments of the stakeholders involved. In future research, incorporating other forms of validity, such as content validity or construct validity, may further enhance the robustness and credibility of the study materials.

Definition of Terms

The terms used in the study are conceptually and operationally defined below for a better understanding of the study.

Reading. It is the procedure of deciphering meaning from a succession of printed symbols. While one reads his eyes acquire written characters and the brain converts them into phrases, paragraphs, and words that convey information (English Club, 2023). Reading is an activity or cognitive process that involves attempting to locate various pieces of information in writing (Urquhart & Weir, 2014).

Reading Ability. It is the ability to communicate among the target audience and the writer in order to acquire knowledge and information. Reading ability refers to a child's capacity to recognize details within writing. Brown (2017) asserts that reading skill is best improved in conjunction with listening, writing, and speaking exercises. In this study, the students' reading ability is the independent variable and is measured through the reading assessment tool whether the learners are non-reader, frustration, instructional or independent reader.

Orton-Gillingham Approach. The Orton-Gillingham Approach, which utilizes multisensory, sequential, progressive, cumulative, customized, phonics-based, and explicit instruction, is a strong way of teaching both spelling and reading (Lemke, 2019). It is a reading instruction approach that starts with the most fundamental unit of written speech (the sound/symbol relationship) and develops to whole texts. Children start by learning individual sounds and subsequently mix them to read words, phrases, sentences,

and narratives utilizing the Visual, Auditory, and Kinesthetic domains (Bin Saddiq, 2021). In this study, Orton-Gillingham Approach was used as the researcher as the intervention by the researcher to enhance the reading ability of the pupils.

II. REVIEW OF LITERATURE

This chapter presents the literature and studies that are useful in coming up with the total concept of the study.

Reading. Reading is a multifaceted activity involving word identification, understanding, accuracy, and commitment. A pupil is more likely to continue reading if she or he comprehends what she or he is reading (Fiske, 2017). Teaching early children to read is essential for enhancing school success and has far-reaching implications. Unless children learn to read at an early age, they will be unable to grasp more sophisticated abilities and knowledge that rely on reading. Children who struggle to learn to read in elementary school risk falling farther behind in subsequent grades because they are reluctant to retain printed knowledge, follow written directions, or express efficiently in writing (Guevarra, 2022).

According to Brink and Nel (2019), printed works are supposed to be an avenue of interaction between the writer and the audience; in order to do so, the reader needs to have established importance with the structure, capturing concepts and data, analyzing and assessing content for reliability, and establishing relationships with surrounding knowledge as well as experiences - which includes cultural, social, educational, and other demographic data status. Readers use a variety of information sources, including meaning, language structures, phonological and visual information, and strategies, to monitor, search for, and correct their reading (Ankrah et al., 2017).

Children's reading success is determined by their understanding of a language's phonology (phonological recognition or sensitivity), especially phonetic awareness- the capacity to recognize and manipulate individual sounds (phonemes) in words, along with an understanding of a language's symbol-sound relationships (alphabetic principle) (Tse & Nicholson, 2014). The knowledge that speech is made up of a succession of sounds, especially phonemes - the smallest component of sound in a language - is known to as phonemic awareness. Phonemic awareness includes the capacity to modify phonemes in spoken speech. Understanding that speech is made up of a sequence of little units of sound is crucial for new readers of a clear orthography language (Bustos-Orosa & Ferrer, 2013).

Reading encourages youngsters to pay attention to the beginning and first sound of words as indicators for word recognition. As children gain additional knowledge and develop more comfortable with written letters and sounds, they reach the full alphabetic period (Orculo & Vejerano, 2019). Children are now using the learned strategy of letter sound knowledge and blending to decode words (Peñol, 2019). Because they analyze each letter sound, kids are more inclined to remember words and read with higher precision. Children may detect multi-letter patterns observed in words without concentrating on individual letter-sound correlations in the last phase, which is the unified alphabetic phase (Pili, 2019). When youngsters can split words down into meaningful linguistic units, reading becomes more effective (Bautista, 2019).

Teaching young learners, the fundamentals of reading was notoriously difficult for grade teachers during the previous normal, when face-to-face instruction was permitted (Bañez & Urayan, 2019). When compared to their classmates who can read, illiterate grade I pupils lagged far behind. Lack of reading skills was one of the most prevalent reasons for not getting advanced to the following grade level (Tolentino, 2019). Recognizing a language's symbol-sound relationships (alphabetic principle), phonemic awareness, or the capacity to identify and manipulate distinct sounds (phonemes), and phonological comprehension, or responsiveness to a language's sound framework, all have an impact on children's reading success, according to researchers (Baldevarona, 2020).

Reading influences the learner's literacy concerns. Because reading connects cognitive processes, the learning process has the potential to change learners' lives by instilling in them a better understanding of humanity (Arayata, 2019). Meanwhile, when a student struggles with reading, all other academic areas may suffer. The ability to read has long been regarded as fundamental to the learning process. Reading skills are the foundation for all other academic skills (van Bergen et al., 2018).

The Early Grade Reading Assessment, also known as the EGRA, was designed to provide a valid and accurate measurement of the abilities that support learning to read in children in grades kindergarten through third grade. As a result of research on the process of acquiring reading skills, there has been an increase in the level of comprehension achieved during the reading process (Kirby et al., 2011; Bisplinghoff, 2015). A research was conducted with the intention of identifying the fundamental literacy skills that need to be accurately evaluated in order to comprehend the reading process in both proficient and struggling readers (Miller-Benson, 2021). In addition, it is now much simpler to identify young learners who may have difficulty reading in the classroom and to help them (Potter, 2017).

The results of the nation's Early Grade Reading Assessment (EGRA) in 2014 revealed some disturbing trends. When it came to the letter-sound identification task, anywhere from 10% to 25% of the learners who were evaluated were unable to correctly identify even a single letter sound. Despite the fact that students' overall reading fluency scores improved from grade 1 to grade 2, the majority of pupils still had trouble reading even a single word that had one or two syllables correctly. On the contrary, proficiency rates were dismal, with anything from 8% to 38% of pupils failing to grasp a single word of a brief story (Vales, 2019).

Reading Ability. Educators believe that reading ability is the most important skill a learner can have. In recent years, many schools have been emphasizing reading ability. Strong reading ability is very important. The ability to read is an important one for students both in school and in life. If students cannot understand and read a book, they cannot learn from it. They are unable to remember and comprehend what they have read and cannot apply what they have read (Abella, 2022).

Pupils who have a strong reading ability can read a variety of books at any time. The ability to read can be developed at any age (van den Broek & Espin, 2012). According to one study, reading ability increases steadily throughout elementary school, including the early grades. On average, children in each grade from kindergarten to fifth grade could understand roughly half to two-thirds of the words they read (Tomas et al., 2021).

A child's ability to read can be influenced by a variety of variables. These include internal as well as external factors. Internal variables are those that originate with the learners (Patterson, 2016; Lemke, 2019). When learning to read, pupils confront challenges such as motivation, focus, and limited vocabulary competence, as well as external circumstances. External factors that can influence a student's reading ability include learning media, the classroom environment, and the teacher (Fiske, 2017).

In the early days of the school year, teachers should be aware of the learner's reading ability level from non-reader, slow reader, frustration, autonomous and instructional (Tomas et al., 2021.) This will make it simpler for the teachers to identify and separate the learners who require close supervision throughout the reading lessons.

Orton-Gillingham Approach. One of the approaches in teaching reading is the Orton-Gillingham Approach, an intense, progressive phonics-based approach that emphasizes the foundations of word creation preceding the complete meaning (Tiver, 2016; Sayeski et al., 2019; Sayeski & Hurford, 2022). The approach considers and exploits the three forms of learning, or processes, that individuals use to learn: visual, aural, and kinesthetic (Montgomery, 2013; Prasetyaningrum & Faradilla, 2019). Because every pupil has a distinct style of learning, many ways to reading are necessary. The Orton-Gillingham Approach, in contrast to certain programmed and strict reading programs, according to Dr. Samuel Orton and educator Anne Gillingham's primary theory, individuals with serious reading difficulties need a multimodal approach to literacy training, especially the utilization of auditory, visual, and kinesthetic systems. The Orton-Gillingham approach was designed to be the sole reading technique in teaching difficult pupils (Stebbing & Kline, 2020; Solari et al., 2021; Paola et al., 2021). Reading methods include hearing, sight, tactile. When demonstrating reading, it is also important to remember how pupils learn best (Kakavand et al., 2017). Because everyone is unique, everyone learns in his or her own way. A multimodal approach to teaching supports a range of learning styles, which may boost the learners' chance to succeed (Johnson, 2018; Stevens et al., 2021). If a child is not learning in the way the teacher teaches, he/she has to change his teaching method and educate the child in the way he learns. (Mitofsky Neuss, 2021).

Learners, particularly Asians, prefer aural or auditory learning styles. Thus, employing visual, auditory, and kinesthetic VAK modalities, the Orton-Gillingham approach to educating readers might considerably suit the demands of Fleming's VARK learning style model (Prasetyaningrum & Faradila, 2019). Researchers think that in order to address the needs of the majority of pupils, teachers should incorporate a minimum of three fundamental learning modes (auditory, visual, and kinesthetic) in each instructional delivery.

Orton Gillingham is well-known for his success with dyslexic students (Hughes, 2014; Saddiq, 2021). He has also conducted several successful research investigations with individuals with learning disabilities ranging from lower elementary to high school. Pupils are now getting modified small group teaching, as well as guided reading. So far, pupils had experienced a lot of success and improvement (Potter, 2017).

The approach incorporates teacher-directed and partially autonomous techniques (Sayeski et al., 2019). In the Orton-Gillingham error correcting procedure, the teacher delivers prompts that are structured as questions and seek to relate the student's error to past learning. These precisely arranged questions aid the pupil in identifying and correcting the spelling problem. The learner recognizes and corrects the typo in response to the signals. By matching how they spell to a proper model, the learner autonomously applies the self-correction technique. The instructor initiates and scaffolds the Orton-Gillingham process, which is based on linguistic cues (Lemke, 2019 ; Bautista, 2019).

The Orton-Gillingham Approach has influenced and served as the foundation for many additional structure language programs since its inception. Alphabetic Phonics, Language, Project Read, and Wilson Reading are examples of Orton-Gillingham-based instructional programs (International Dyslexia Association, 2001). This reading teaching method emphasizes on the letter-sound connection, automatic recall of this information, and other fundamental spelling and writing ideas (Lemke, 2019).

The outcomes of a research done at a psychological facility by Pérez Quichimbo et al. (2022) revealed that children having dyslexia improved considerably. It has been established that stimulation of the senses via augmented reality enables them to enhance their reading and writing skills, as well as dyslexic areas including backdrop figure, visual-motor collaboration, syllabication, laterality, and location in space.

Johnson (2018) conducted a quasi-experimental study in a clinical environment comparing a trademarked Orton-Gillingham spelling curriculum to standard corrective spelling teaching and found negligible outcomes. With a population of learners, the subsequent research examined an amended version of a branded Orton-Gillingham curriculum against non-phonetic spelling lessons and a lack of intervention control group. The modified version of an Orton-Gillingham curriculum had beneficial results.. Hence, spelling has a direct relevance to learner's reading ability.

However, few studies had been conducted to evaluate the Orton-Gillingham Approach's effectiveness. Brown (2017) investigated the Orton-Gillingham method's effects on oral and silent reading in children with Reading Difficulties. Pupils with Reading Challenges who used the Orton-Gillingham approach increased their oral reading speed and accuracy. Children who participated in the control program who had trouble with reading got comparable training. Both groups increased their speed of oral reading. However, the study of Patterson (2016) revealed that Orton-Gillingham approach was not that effective in improving the reading ability of the preschool and first-graders using a Fuzzy Regression Discontinuity Design. In contrary, Prasetyaningrum & Faradila (2019) stated that the results of their study showed that Orton-Gillingham Approach had helped the mentally-challenged learners to enhance their reading ability.

Synthesis

The study explored the effects of the Orton-Gillingham Approach on the reading ability of grade two pupils. Reading was identified as a multifaceted activity involving word identification, understanding, accuracy, and commitment (Fiske, 2017). Teaching early reading skills was crucial for enhancing school success and had far-reaching implications. Children who failed to learn to read at an early age were at risk of falling behind in subsequent grades, as they struggled to comprehend printed knowledge, follow written directions, and express themselves effectively in writing (Guevarra, 2022).

Understanding the importance of reading, educators emphasized the significance of developing fundamental literacy skills such as phonological recognition, phonetic awareness, and an understanding of symbol-sound relationships (Tse & Nicholson, 2014). Phonemic awareness, which involved the ability to recognize and manipulate individual sounds, was crucial for new readers (Bustos-Orosa & Ferrer, 2013; McGrath et al., 2020). As children progressed, they reached the full alphabetic phase, utilizing letter-sound knowledge and blending strategies to decode words (Orcullo & Vejerano, 2019).

Recognizing the challenges faced by teachers in teaching early reading skills, the Orton-Gillingham Approach was introduced. This intensive, progressive phonics-based approach emphasized the foundations of word formation before delving into full meaning (Tiver, 2016). The Orton-Gillingham Approach catered to different learning styles by incorporating visual, auditory, and kinesthetic modalities (Prasetyaningrum & Faradila, 2019). By providing a multimodal approach to literacy training, the Orton-Gillingham Approach aimed to address the needs of diverse learners (Stebbing & Kline, 2020).

While the effectiveness of the Orton-Gillingham Approach had been documented in successful research investigations with learners with dyslexia and learning disabilities, studies on its general effectiveness were limited (Hughes, 2014; Leeming, 2015; Johnson, 2018). Some studies indicated positive outcomes, such as increased oral reading speed and accuracy among children with reading difficulties using the Orton-Gillingham Approach (Brown, 2017). However, other studies suggested mixed results and called for further examination (Patterson, 2016).

It is important to note that the results of this study cannot be generalized due to various factors, including the specific research setting, limited number of respondents, and the influence of external variables (e.g., socioeconomic status, parental guidance) (Vales, 2019). However, the study aimed to contribute to the understanding of the Orton-Gillingham Approach's effects on the reading ability of grade two pupils (Snyder & Golightly, 2017).

Overall, the Orton-Gillingham Approach held promise as an instructional method for improving reading skills. Further research and evaluation were necessary to better understand its effectiveness, considering various factors that could influence reading outcomes. The study aimed to contribute to the existing body of knowledge and provide insights for educators regarding the implementation of the Orton-Gillingham Approach in improving reading abilities among grade two pupils.

III. RESEARCH METHODOLOGY

This chapter presents the research method being used, research environment, respondents of the study, research instruments and validity, data gathering procedure, ethical considerations and statistical treatment.

Design

This study employed a pre-experimental design, specifically a pretest-posttest research methodology. It is a research design in which participants are given the same evaluation measures before and after receiving treatment or being exposed to a condition. These measurements are then utilized to establish if any changes may be related to the treatment or condition. The pretest and posttest results are then compared to assess if there is a substantial improvement following the offered treatment. Pre-experiments are the most basic type of study design. In a pre-experiment, either a single or several groups are monitored after some substance or treatment that is thought to produce change. In this study, the Orton-Gillingham Approach will be preceded by a pretest.

The purpose of this design was to assess the impact of the Orton-Gillingham Approach on the reading ability of the participants. The analysis of the pretest-posttest data provided valuable insights into the effectiveness of the Orton-Gillingham Approach in enhancing the reading ability of the participants.

Locale

This study was conducted at Libertad Alto Elementary School, located in Sinacaban District, Misamis Occidental Division. Situated in the area of Libertad Alto, Sinacaban, Misamis Occidental, the school operates with a single section per grade level, classifying it as a small-scale institution. The dedicated staff consisted of six teachers and a school head who were committed to providing quality education to the students. Despite being situated 7 kilometers away from the national road, the teachers at Libertad Alto Elementary School were resourceful in their efforts to offer innovative learning experiences, seeking ways to incorporate technology and integrate diverse teaching strategies. The school prided itself on creating a child-friendly environment that aimed to foster the holistic development of the learners and enable them to reach their full potentials.

Throughout the study, the researchers observed the unique educational setting of Libertad Alto Elementary School. They noted that while the school faced challenges such as limited learning resources, the teachers exhibited a proactive approach in finding alternative solutions.

Libertad Alto Elementary School is dedicated to creating a nurturing and inclusive learning environment. The teachers recognize the importance of catering to the diverse needs of the students and sought to provide individualized support to maximize their potentials. The school's commitment to fostering a child-friendly atmosphere ensured that the learners felt safe, valued, and encouraged to actively participate in their educational journey. By prioritizing the holistic development of the students, Libertad Alto Elementary School aimed to equip them with the necessary skills and knowledge for success in their academic pursuits and beyond.

Respondents of the Study

The participants of this study consisted of thirty-nine (39) Grade 2 pupils from Libertad Alto Elementary School. The researchers employed the Purposive Sampling Technique, specifically utilizing the Total Population Sampling approach. Total population sampling is a form of purposive sampling technique where the researcher includes the entire population that shares a specific set of attributes. In this case, all Grade 2 pupils at Libertad Alto Elementary School were included in the study.

The use of Total Population Sampling in this study allowed for a comprehensive examination of the Grade 2 pupils' reading abilities and the impact of the Orton-Gillingham Approach. By including all the Grade 2 pupils, the researchers aimed to obtain a complete understanding of the reading skills and improvements within this specific group. The selection of this sampling technique was deliberate and strategic, enabling a focused analysis of the target population and ensuring that the findings would directly relate to the Grade 2 pupils at Libertad Alto Elementary School.

Research Instruments and Validity

This study utilized the PHIL-IRI instrument for both the pre-test and the post-test assessments. The PHIL-IRI instrument served as a reliable and valid tool to evaluate the reading ability of second-grade pupils in elementary schools. It offers a comprehensive assessment of various aspects of reading, including word recognition, fluency, and comprehension. By employing

the PHIL-IRI instrument, the researcher was able to obtain detailed insights into the participants' reading abilities before and after the intervention.

The Orton-Gillingham Approach was implemented as the intervention method in this study. To evaluate the effectiveness of the Orton-Gillingham Approach, the researcher compared the results of the pre-test and the post-test. This comparison allowed for the examination of any discernible changes in the level of reading ability among the Grade 2 pupils following the implementation of the intervention. By analyzing the data from both assessments, the study determined the impact of the Orton-Gillingham Approach on the students' reading skills and comprehension. This analysis would provide valuable insights into the effectiveness of the intervention and its potential to improve the reading abilities of Grade 2 pupils.

Procedure

The researcher sent a formal letter to the Superintendent of the Schools Division via the District Supervisor of the Sinacaban District, Division of Misamis Occidental, with the endorsement from the Dean, Adviser, and Administrative Director attached. After obtaining the necessary approval, the researcher wrote a letter to the school principal, containing the rationale for the study, a request for permission to collect data, and an endorsement letter to collect data for the respective pupils. The instrument was administered to the respondents by the researcher, and the responses were tabulated and compiled before being statistically analyzed.

With the necessary approval in hand, the researcher proceeds to coordinate with the master teacher and the school. The researcher reaches out to the master teacher, explaining the purpose and significance of the intervention. It is important for the researcher to establish a collaborative relationship with the master teacher, gaining their support and willingness to participate in the study. Additionally, the researcher engages in discussions with the school administration to address logistical considerations. This includes scheduling observation sessions that are convenient for all parties involved and ensuring that the study implementation minimally disrupts the normal classroom activities.

The researcher facilitated a comprehensive approach to reading instruction, utilizing the Orton-Gillingham Approach to engage students through visual, auditory, and tactile/kinesthetic modalities. The implementation involved several structured steps to ensure effective learning.

Initially, the researcher allowed each pupil to read individually and administered a pretest to gauge their baseline reading abilities. To lay the groundwork for effective instruction, the researcher conducted drills where learners practiced sounding out letters from A to Z. This step aimed to reinforce their letter recognition and phonemic awareness skills.

Subsequently, the researcher introduced new concepts and phonograms, engaging the learners in blending letter sounds to form words. The students also focused on letter formation, spelling, and dictation exercises using tangible learning materials, such as cut letters. These multisensory activities aimed to enhance students' understanding and retention of the presented material.

Once the Orton-Gillingham Approach was implemented consistently over a period of three months, the researcher conducted a posttest individually with each pupil. The posttest results were then recorded and interpreted using the PHIL-IRI tool, which provided valuable insights into the students' progress and reading proficiency. The pupils' responses were meticulously tabulated, collated, and prepared for statistical analysis to derive meaningful findings.

Upon analyzing the data, the researcher identified various findings related to the effectiveness of the Orton-Gillingham Approach in improving the pupils' reading skills. These findings were then generalized to make broader conclusions about the efficacy of the approach. Based on the research outcomes, the researcher formulated recommendations for future instruction and interventions.

Furthermore, as part of the study's contribution, the researcher developed a Reading Toolkit that applied the Orton-Gillingham approach. This toolkit served as a practical resource, offering guidance and materials for educators to implement effective reading instruction based on the Orton-Gillingham Approach.

Ethical Considerations

Throughout the study, participants' rights, privileges, and well-being were prioritized. Coercive measures were avoided when inviting participants to participate in the study. The ethical considerations that were used and observed during the study are described in the statements below.

Informed Consent. The first method involved the use of consent letters. The letters were distributed to participants a few days before the event, allowing them time to make an informed decision and sign a document indicating their willingness to participate. Participants had the opportunity to voluntarily offer their cooperation, support, and involvement, or to refuse to participate in the study if they did not wish to. The use of a consent letter was important in communicating the study's goal, benefits, and drawbacks to participants, thereby avoiding deception during the research phase.

Confidentiality. The researcher ensured that no personal information or identities of the participants were disclosed, and that the data collected was kept secure and anonymous. After gathering the data, the researcher handled and disposed of any papers (printed or soft copy) containing the participants' data with extreme caution, ensuring the confidentiality of the participants' information.

Treatment of Data

The data were interpreted using the following statistical tools:

Frequency and Percentage. This was used to quantify the data on the profile of the respondents in terms of sex, age, and parents' monthly income, providing an understanding of the distribution and representation within the sample.

Mean and Standard Deviation. These were used to calculate the average scores and variability of the reading ability of grade two pupils before and after the application of the Orton-Gillingham Approach. The mean provided a measure of central tendency, while the standard deviation indicated the spread of scores around the mean.

T-test of Independence. This was used to test the significant difference between the reading ability of the pupils before and after the application of the Orton-Gillingham Approach. The t-test assessed whether the mean scores of the two groups (pre-test and post-test) were significantly different, providing insights into the effectiveness of the intervention in improving reading ability.

IV. RESULTS AND DISCUSSIONS

This chapter provides the presentation, analysis, and interpretation of data.

Table 1 presents the profile of respondents in terms of age. It shows the frequency and percentage distribution of the respondents across different age categories.

Among the 39 respondents, none of them were 6 years old, indicating that there were no participants in this age group. The majority of the respondents, comprising 54% of the total, were 8 years old. Following that, 28% of the respondents were 7 years old. The remaining 18% of the respondents were 9 years old and above.

The table provides an overview of the age distribution of the participants in the study. It indicates that the majority of the respondents fall within the 7 and 8-year-old age range. This information is important in understanding the characteristics of the participants and can be useful for interpreting the results of the study considering any potential age-related factors that may influence the reading ability of grade two pupils. As mandated in RA 10533 or Enhanced Basic Education Act of 2013, the entrant age for a pupil to enter Grade 1 is 6 years old as of October 21 in the school year. Through this information, it can be concluded that the desired age of Grade 2 pupils is 7-8 years old (Grade-listings: SAIS, 2023).

Table 1. Profile of Respondents in terms of Age

Age	Frequency	Percent
6 years old	-	-
7 years old	11	28
8 years old	21	54
9 years old and above	7	18
TOTAL	39	100

Table 2 presents the profile of the respondents in terms of sex. The data shows the frequency and percentage of male and female respondents. Out of the total 39 respondents, 19 (49%) were males, and 20 (51%) were females.

Based on the data on the table, it is evident that there is a relatively equal representation of male and female respondents in the study. The percentage difference between the two groups is minimal, with females comprising slightly over half of the total respondents.

Having a balanced representation of male and female respondents is beneficial for the study, as it allows for a more comprehensive analysis and understanding of the effects of the Orton-Gillingham Approach on the reading ability of grade 2 pupils. By including both genders, the study can explore potential differences or similarities in reading abilities and the effectiveness of the intervention approach across sexes.

It is important to note that the data in Table 2 provides a snapshot of the respondents' sex distribution in the specific sample used for the study. The findings may not be generalizable to the broader population, and further research would be needed to make broader conclusions about the sex distribution of grade two pupils in similar contexts.

The data presented in Table 2 does not provide information about the sex or gender of the respondents. As a result, it is not possible to directly correlate the data in the table with the statement made by the Department of Education (DepEd) regarding the proportion of male and female learners in elementary, including kindergarten, and senior high school.

However, based on the general trend mentioned by DepEd (2022), which suggests a higher number of female learners in elementary education, including kindergarten and senior high school, compared to male learners, it is possible to speculate about the potential distribution of the respondents based on sex. It is important to note that this speculation is not grounded in the actual data presented in the table.

Considering that the majority of the respondents in the study were in grade two, and taking into account the broader pattern observed in elementary education, it is conceivable that there could be a higher percentage of female respondents compared to male respondents. Nevertheless, without explicit data on sex or gender provided in the table, it is not possible to offer a definitive analysis or establish a direct alignment between the data and DepEd's statement.

Table 2. Profile of Respondents in terms of Sex

Sex	Frequency	Percent
Male	19	49
Female	20	51
TOTAL	39	100

Table 3 presents the profile of the respondents in terms of their parents' monthly income. The data indicates the frequency and percentage of respondents falling into different income brackets.

As shown on the table, the majority of the respondents (31 or 79%) had parents with a monthly income less than ₱9,100. This suggests that a significant proportion of the participants came from households with lower income levels. Additionally, 7 respondents (18%) fell within the income range of ₱9,100 to ₱18,200, indicating a small number of families with a slightly higher income.

Only one respondent (3%) belonged to the income bracket of ₱18,200 to ₱36,400, while no respondents fell into the higher income brackets of ₱36,400 to ₱63,700 and ₱63,700 to ₱109,200.

The data highlights the socioeconomic diversity among the respondents' families, with the majority facing financial constraints. This information is crucial in understanding the context in which the study is conducted and can provide insights into the potential impact of socioeconomic factors on the reading abilities of grade two pupils.

Based on the classification by the Philippine Institute for Development Studies (PIDS), a family with a monthly income below ₱9,100.00 is considered to be classified as a poor family (PSA, 2021). Therefore, the data suggests that a majority of the Grade 2 pupils in the school come from families with limited financial resources.

This information sheds light on the socioeconomic background of the participants and indicates that economic challenges may be prevalent among the student population. It is essential to consider the impact of these economic conditions on the students' educational experiences, towards their reading abilities.

Table 3. Profile of Respondents in terms of Parents Monthly Income

Monthly Income	Frequency	Percent
less than ₱ 9 100	31	79
between ₱ 9 100 - ₱18 200	7	18
between ₱ 18 200 - ₱36 400	1	3
between ₱36 400 - ₱63 700	-	-
between ₱63 700 - ₱109 200	-	-
TOTAL	39	100

Table 4 provides an overview of the reading ability of Grade 2 pupils before the implementation of the Orton-Gillingham Approach in teaching. The reading ability is categorized into four levels: independent, instructional, frustration, and non-reader.

According to the data, 21% of the pupils were classified as independent readers, meaning they were able to read and comprehend texts with minimal assistance, achieving a score of 97-100%. This indicates a relatively high level of reading proficiency among this group of students.

The majority of the pupils, accounting for 41%, fell into the instructional reading level. These students were able to read and understand texts with some support, achieving a score of 90-96%. This suggests that they were progressing in their reading abilities and were able to comprehend texts with guidance from teachers or other resources.

A significant portion of the pupils, also 21%, were classified as experiencing frustration in their reading. This means that they were facing challenges in understanding and comprehending texts, achieving a score of 89% and below. These pupils may require additional support and interventions to improve their reading skills and overcome difficulties.

Lastly, 18% of the pupils were classified as non-readers, indicating that they had not yet acquired the foundational skills necessary for reading. These students may be at the earliest stages of reading development and may require intensive support and intervention to develop their reading abilities.

The data presented in the table indicates that the Grade 2 pupils had made notable progress in their reading abilities. The majority of the pupils, as reflected in the data, had reached the instructional reading level. This suggests that they were able to read and comprehend texts with some assistance, which is a positive achievement in their reading development (Rasinski, 2017).

However, it is important to note that even at the instructional reading level, pupils still require support from various sources. Teachers play a crucial role in providing guidance, instruction, and feedback to help students further enhance their reading skills. Parents also play a significant role in creating a supportive reading environment at home and engaging in activities that promote reading comprehension and fluency. In some cases, tutors or additional intervention programs are may be necessary to provide targeted support for students who may require extra assistance (Dr. Wallshire's Website, 2022).

The fact that instructional readers still need support underscores the ongoing nature of reading development. It highlights the importance of continued efforts to foster a love for reading, expand vocabulary, improve reading strategies, and promote deeper comprehension among students. With the Orton-Gillingham Approach and the collaboration of teachers, parents, and tutors, instructional readers can be independent readers.

Table 4. The Reading Ability of The Grade 2 Pupils Before the Orton-Gillingham Approach Is Applied in Teaching

Reading Level	Frequency	Percent
Independent (97-100%)	8	21
Instructional (90-96%)	16	41
Frustration (89% and below)	8	21
Non-reader	7	17
TOTAL	39	100.0

The data presented in Table 5 shows the reading abilities of Grade 2 pupils after the implementation of the Orton-Gillingham Approach in teaching. The results indicate that there had been changes in the distribution of reading levels among the pupils.

After the application of the Orton-Gillingham Approach, a higher number of learners had achieved the independent reading level compared to before the experimentation of the Orthon-Gillingham approach. This suggests that these students are now able to read and comprehend texts with a high level of proficiency on their own.

However, it is important to note that a significant proportion of students still fall within the instructional reading level and frustration reading level categories. The instructional readers continue to benefit from some level of support and guidance, while those in the frustration category may experience challenges and difficulties in their reading.

It is worth noting that no pupils were categorized as non-readers in the post-intervention assessment. This suggests that the Orton-Gillingham Approach has had a positive impact in improving the reading abilities of the Grade 2 pupils, as none of them are completely unable to read.

The implementation of the Orton-Gillingham Approach has shown significant success in assisting non-readers in improving their reading abilities. The data reveals that after the Orton-Gillingham Approach was incorporated into the teaching-learning process, there were no non-readers among the Grade 2 pupils. This outcome highlights the effectiveness of the Orton-Gillingham Approach in addressing the specific needs of non-readers and helping them develop essential reading skills.

The success of the Orton-Gillingham Approach can be attributed to its emphasis on engaging the motor skills of the pupils during the learning process. By incorporating kinesthetic activities, the approach allows pupils to actively participate and interact with the reading materials, which contributes to their overall reading improvement. Additionally, the approach also recognizes the importance of visual and auditory skills in the reading process. It integrates strategies that help learners develop their visual and auditory processing abilities, enabling them to better comprehend and decode written words.

The findings from this study aligned with previous research conducted by Arias (2020) and Prasetyanungrum & Faradila (2019), which also highlighted the positive impact of the Orton-Gillingham Approach in enhancing the reading abilities of learners. By providing a comprehensive and multisensory approach to reading instruction, the Orton-Gillingham Approach proves to be an effective tool in addressing the needs of non-readers and promoting their reading development.

Table 5. *The Reading Ability of the Grade 2 Pupils after the Orton-Gillingham Approach was Applied in Teaching*

Reading Level	Frequency	Percent
Independent (97-100%)	9	23
Instructional (90-96%)	14	36
Frustration (89% and below)	16	41
Non-reader	-	-
TOTAL	39	100

Table 6 presents the significant difference in the reading ability of Grade 2 pupils before and after the application of the Orton-Gillingham Approach. The T-value of 5.997 and the associated P-value of 0.000 indicated a statistically significant difference in reading ability.

Based on the predetermined alpha (α) value of 0.05, the decision was made to reject the null hypothesis (H_0). This meant that there was a significant difference in the reading ability of Grade 2 pupils before and after the implementation of the Orton-Gillingham Approach.

The significant difference in the reading ability suggested that the Orton-Gillingham Approach had a positive impact on the reading skills of the Grade 2 pupils. The application of this approach led to improvements in their reading abilities, as evidenced by the statistical analysis.

This finding supports the effectiveness of the Orton-Gillingham Approach in enhancing reading skills and reinforced its potential as a valuable instructional method for improving reading performances among Grade 2 pupils. The results of this study provided evidence of the positive impact of the Orton-Gillingham Approach on the reading abilities of pupils and emphasized its significance in literacy education.

The findings of this study are consistent with the research conducted by Mireles (2018), which also demonstrated the beneficial impact of the Orton-Gillingham Approach as an instructional tool for improving students' reading abilities. Mireles' study indicated positive associations between the Orton-Gillingham Approach and various aspects of reading, including word recognition, word attack skills, syntax, comprehension, vocabulary, fluency, and phonological awareness. These consistent findings highlight the effectiveness and versatility of the Orton-Gillingham Approach in addressing the diverse needs of students and enhancing their overall reading skills. By utilizing this approach, educators are able to cater to individual learning styles and provide targeted instruction to improve different aspects of reading proficiency.

Table 6. *The Significant Difference in the Reading Ability of Grade 2 Pupils before and after the Application of Orton-Gillingham Approach*

Group	T-value	P-value	α value	Decision	Interpretation
Before	5.997	0.000	0.05	Reject H_0	Significant
After					

$\alpha = 0.05$

V. SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary, findings, conclusion and recommendations of the study.

Summary

The study aimed to determine the effects of Orton-Gillingham Approach to the reading ability of Grade 2 pupils in Libertad Alto Elementary School. Specifically, this study sought to answer to the following questions:

1. What was the profile of learners in terms of:
 - 1.1. sex;
 - 1.2. age;
 - 1.3. parents' occupation?
2. What was the reading ability of the Grade 2 pupils before the Orton-Gillingham Approach is applied in teaching?
3. What was the reading ability of the Grade 2 pupils after the Orton-Gillingham Approach is applied in teaching?
4. Was there a significant difference in the reading ability of Grade 2 pupils before and after the application of Orton-Gillingham Approach?
5. What learning toolkit can be drawn based on the findings of the study?

The participants of this study consisted of thirty-nine (39) Grade 2 pupils from Libertad Alto Elementary School. The researchers employed the Purposive Sampling Technique, specifically utilizing the total population sampling approach. This study employed a pre-experimental design, specifically a pretest-posttest research methodology. The purpose of this design was to assess the impact of the Orton-Gillingham Approach on the reading ability of the participants. Prior to implementing the intervention, a pretest was administered to gather baseline data on the participants' reading skills. Frequency and percentage, mean and standard deviation and t-test of independence were the statistical tools used in the study.

Findings

The following were the salient findings of this study:

1. The majority of the respondents in this study were 8 years old, indicating that Grade 2 pupils in Libertad Alto Elementary School primarily fall within this age group.
2. The study found that most of the respondents were female, comprising 51.3% of the total population. This suggests a higher representation of female pupils in Grade 2 at Libertad Alto Elementary School.
3. The findings revealed that the majority of the respondents' parents had an average monthly income of less than Php 9,100.00, which is classified as a poor family based on the standards set by the Philippine Institute for Development Studies (PIDS). This indicated that a significant proportion of the students come from economically disadvantaged backgrounds.
4. Before the implementation of the Orton-Gillingham Approach in teaching, the study identified that most Grade 2 pupils in Libertad Alto Elementary School were classified as instructional readers, while seven students were identified as non-readers. This highlights the varied reading abilities among the students prior to the intervention.
5. After the application of the Orton-Gillingham Approach in teaching, the findings showed that the majority of Grade 2 pupils were classified as frustration readers, indicating a level of struggle and difficulty in their reading abilities. However, there were no longer any non-readers, suggesting that the approach was effective in helping all students make progress in their reading skills.
6. The study demonstrated an improvement in the reading ability of Grade 2 pupils before and after the implementation of the Orton-Gillingham Approach. This finding supports the effectiveness of the approach in enhancing the students' reading skills. The multisensory nature of the Orton-Gillingham Approach, which engages different senses during the learning process, likely contributed to this improvement.

Conclusions

In conclusion, this study provides valuable insights into the reading abilities of Grade 2 pupils at Libertad Alto Elementary School, particularly those from economically disadvantaged backgrounds. Prior to implementing the Orton-Gillingham Approach, the majority of students were at an instructional level, and a subset struggled as non-readers. However, after the implementation of the approach, there was a noticeable shift in reading abilities, with all students progressing to frustration level and no longer classified as non-readers. These findings underscore the effectiveness of the Orton-Gillingham Approach in improving the reading skills of Grade 2 pupils. The study emphasizes the importance of evidence-based approaches, such as Orton-Gillingham, and highlights the significance of multisensory techniques in facilitating students' reading development. Overall, this research highlights the potential of targeted interventions to enhance the reading abilities of Grade 2 pupils, especially those from disadvantaged backgrounds.

Recommendations

Based on the findings of this study, the following recommendations are offered:

1. Implement the Orton-Gillingham Approach: The study demonstrated the effectiveness of the Orton-Gillingham Approach in improving the reading abilities of Grade 2 pupils. Therefore, it is recommended that educators and schools consider adopting this approach in their reading instruction to support pupils' reading development.
2. Provide targeted support for economically disadvantaged pupils: As the majority of Grade 2 pupils in this study came from economically disadvantaged backgrounds, it is crucial to provide targeted support and resources to these learners. Schools should consider implementing interventions and programs that specifically address the unique needs of economically disadvantaged learners to ensure equitable access to quality education.
3. Offer professional development for teachers: To effectively implement the Orton-Gillingham Approach and cater to the diverse learning needs of students, it is important to provide teachers with professional development opportunities. Training and workshops can equip teachers with the necessary knowledge and skills to implement evidence-based reading strategies and effectively support students' reading progress.
4. Monitor and assess pupils' progress: Regular monitoring and assessment of students' reading abilities are essential to track their progress and identify areas that require further support. Schools should establish a system for ongoing assessment and data collection to inform instructional decisions and provide timely interventions for learners who may be struggling.
5. Foster a supportive home-school partnership: Collaboration between schools and parents is crucial in supporting students' reading development. Schools should actively engage parents in their children's learning journey by providing resources, workshops, and strategies that parents can use to reinforce reading skills at home. Open communication channels and regular updates on students' progress can also strengthen the home-school partnership.

By implementing these recommendations, schools can create a supportive and inclusive learning environment that fosters the reading abilities of Grade 2 pupils, particularly those from economically disadvantaged backgrounds, and sets them on a path towards lifelong reading success.

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