

Features of Reading Remediation Activities

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Abstract— This study determined the features of reading remediation activities of Grade 6 pupils conducted by English teachers at Pangpang Elementary School for the school year 2022-2023. It used a descriptive qualitative research design within the phenomenological tradition, gathering data from four Grade 6 English teachers through open-ended questionnaires, unstructured interviews, photo documentation, and observations. Thematic analysis of interview transcriptions identified various features such as home and community-based approaches, data-driven interventions, and structured reading programs. These strategies improved reading proficiency, comprehension, vocabulary, engagement, and self-esteem among pupils. However, challenges like diverse pupil needs, limited resources, and assessment difficulties were noted. The study concluded that collaborative, tailored remediation approaches were crucial for enhancing reading skills and suggested the need for a sustainability plan to maintain positive outcomes and address ongoing challenges. Recommendations included continuing effective strategies and implementing a sustainability plan for long-term success.

Keywords— features of reading remediation, pure qualitative methods

I. INTRODUCTION

In the evolving landscape of education, the ability to read proficiently remains a cornerstone of academic success and a critical skill for lifelong learning. Acknowledging the challenges some pupils face in acquiring these skills, schools have increasingly focused on specialized interventions, such as reading remediation activities, to address these gaps. This has brought so much interest for research since reading is a key competence not only to the reading skills alone but across content areas.

During the pandemic, the education setting has been totally shifted from traditional classroom learning to distance learning. As reading instruction was held face-to-face, this new learning setup has caused many troubles and worries that reading skills of a certain grade level might not be attained. After three years of restricted instruction via distance learning, the schools have gradually opened their classrooms to bring back classroom instruction and recover from learning losses. Certainly, reading is one of the learning losses equally important to numeracy skills that has been neglected during the course of distance learning.

Basic education, in particular, the elementary level is the most critical years to build reading literacy among pupils (Ludewig, Kleinkorres, Schaufelberger, Schlitter, Lorenz, Konig, Frey & McElvany, 2022). At these critical years pupils gain knowledge through reading in almost all of their subjects, which makes them become independent pupils because they can read on their own.

Becoming an independent pupil is one way to overcome academic challenges during distance learning due to the pandemic. However, distance learning can pose underlying problems with elementary pupils during the three years because they have yet to build the necessary skills to be independent pupils.

In this regard, Spector (2021) provided practical evidence of the pandemic's impact on pupils' reading skills in their earliest grades. He concluded that the development of oral reading fluency (the ability to quickly and accurately read aloud) stopped in a certain quarter of 2020 after the sudden closures of schools due to COVID-19 in America. But during the end of the year, there was a slight increase in the reading skills tested, but not enough to recover what had been lost with time. He added that pupils from Grades two to three are the most affected, with 30% of the population left behind. Reading is one skill that researchers have been monitoring in education through research initiatives because it is a gateway to the development of academic skills across all disciplines.

In support of this, D'Souza (2021) said that assessing the impact of the pandemic on children who may not have sharpened their reading skills is crucial. Early literacy is the development of skills needed to transition from learning to reading to reading to learn, and is foundational to later academic success. Studies suggest that many children have lost momentum on such fundamental skills because of the pandemic.

Learning gaps and losses have been a perennial problem in the country and other countries in East Asia and Pacific Region (Benavides, 2022). Even before the COVID-19 pandemic, one in every four children failed to master basic literacy and numeracy skills in primary school. Up to 80 percent of children in some countries fail to master foundational reading, writing, and mathematics skills by the end of Grade 3 (UNICEF & SEAMEO, 2020). Eventually, the two-year physical closure of the school during the pandemic has even aggravated these learning gaps and losses, leading to manifold problems in literacy and numeracy such that 10.5 million pupils in the Asia-Pacific region are at risk of not returning to school. The educational system is overwhelmed to deal with these learning situations because it was not prepared to deal with an education that is delivered thru distance learning.

The K to 12 Basic Education Curriculum in the Philippines was designed for face-to-face learning, but the sudden closure of schools has forced teachers and parents to adopt distance learning methods. The Learning Continuity Plan (LCP) was implemented to ensure uninterrupted learning during the pandemic. After two years of struggle, DepEd Region V initiated the Eight-Week Learning Recovery Curriculum in Region V. The initiative was initiated due to the high number of Full Refresher pupils in Region V, as revealed in the Comprehensive Rapid Literacy Assessment (CRLA) at the beginning of SY 2022-2023. The CRLA revealed that only 13% of Grade One pupils met the expected reading comprehension level in their mother tongue, and only 4.72% reached the Transforming level. In addition, to address the challenges that pupils face in acquiring these skills, schools were prompted to focus on specialized interventions, such as the Philippine Informal Reading Inventory (PHIL-IRI) and Enhanced Comprehensive Reading Program (ECARP), to address gaps. The initiative "Hamon: Bawat Bata Bumabasa (3Bs Initiative)" underlines this focus, aiming to ensure that every child can read, an essential foundation for all learning. The "No Read, No Pass" policy emphasizes reading as non-negotiable for academic progression.

As a big picture, the reading remediation activities were a localized initiative for Grade 6 non-readers. They were born out of the school level's REACH Program (Reading Enhancement Program Among Children. The researcher is the designated Grade 6 reading teacher in Pangpang Elementary School, West District of Sorsogon City Division. The school has initiated

localized and contextualized remedial reading interventions to precisely identify pupils with alarming reading skills and develop tailor-fit reading projects for them in cooperation with these learning recovery initiatives. These activities also ensured that they aligned with the various activities and strategies employed by the REPACH, such as Reading Corner, Peer Tutoring, Wall Post, Guided Reading, Monthly Performance Reward Incentive, Reading Partner, and Read Aloud.

The convergence of various educational challenges with the unprecedented impact of the COVID-19 pandemic has underscored the urgent need for a systematic approach to remediate the erosion of literacy skills among elementary pupils. The necessity of addressing these learning gaps is not simply a matter of academic performance but a vital investment in the cognitive resilience and future capability of the youth. As such, this study is not merely timely but essential. It created a strategic blueprint to institutionalize and sustain the gains of localized remediation efforts, exemplified by the REACH Program's success in Pangpang Elementary School. By crafting a sustainability plan, this study was intended to safeguard the continuity of literacy development amidst any educational disruptions and to ensure that all children, particularly the most vulnerable, have the necessary support to become proficient, autonomous readers — a fundamental step towards bridging educational inequities and fostering lifelong learning in a rapidly changing world. This researcher, therefore, determined the features of reading remediation activities by Grade 6 pupils of Pangpang Elementary School for the School Year 2022-2023.

II. METHODOLOGY

Research Design

This study determined the features of reading remediation activities of Grade 6 pupils school year 2022-2023. It is a qualitative research using the tradition of the grounded theory approach. The grounded theory approach was applied effectively in this study to explore and analyze the features of reading remediation activities of Grade 6 pupils and their teachers at Pangpang Elementary School.

The informants were the four English teachers handling Grade 6 English and the 16 Grade Six pupils identified as non-readers. Since this study is pure qualitative research, the depth of data to be gathered is the focus more than the number of informants to be considered in the study. Open-ended questionnaires, unstructured

interviews, documentary analysis, and observations were utilized as research tools. Transcriptions of interview sessions were the main source of data. Establishing thematic categories through content analysis from the informants' responses through qualitative analysis of the field notes was done to achieve the goal of this present research.

III. RESULTS AND DISCUSSION FEATURES OF THE READING REMEDIATION ACTIVITIES

Home and Community-Based

One key feature of the reading remediation program at Pangpang Elementary School for non-readers is its home and community-based approach. This strategy, summarized by the adage "It takes a village to raise a child," involves collaboration between the school, parents, and the broader community to support children's education.

The home and community-based approach involves various activities to engage parents and the community in supporting pupils' reading development. These activities include orientation sessions for parents, homeroom meetings, home reading activities, and support from barangay officials, the School Parents and Teachers Association (SPTA), and the local government.

- **Orientation to Parents:** Orientation sessions informed parents about the reading remedial initiative, emphasizing their role in supporting their child's learning at home. One parent shared, "Mayad man po na nakaattend ako sadi na meeting kay naaraman ko ang mga activity sa eskwelahan para mapatoltol magbasa ang batit ko po." ("In attending that meeting, I am grateful because I learned about the school activities aimed at improving my child's reading skills.")
- **Homeroom Meetings:** Meetings informed parents about the interventions their children would undergo and sought their cooperation in supporting home reading activities. The adviser emphasized, "Iba po ang pakiramdam ng mga bata pag nandyan kayo, hmmm... tinulungan ninyo sila, ramdam nila ang inyong suporta, pinapabasa nyo sila na kasama po kayo..." ("It would be a different and wonderful feeling for your children if they feel your presence while doing their reading activities at home.")
- **Home Reading Activities:** Parents were encouraged to engage in reading activities at home. One parent noted the importance of this effort, especially considering learning gaps caused by the pandemic. Research supports the effectiveness of

such activities, highlighting the significant impact of parental involvement on children's reading skills (Sénéchal & LeFevre, 2015).

- **Support from Barangay Officials:** Officials provided access to facilities like mini-libraries, computers, and internet resources. One official stated, "Responsibilidad namon na makatabang lalo na sa ikakaayad san mga batit, ang pagbalik ninda sa eskwelahan, pakatapos kan pandemya, nangangaipo nin suporta hali sa amon," (It is our responsibility to help, especially for the betterment of the children, their return to school after the pandemic, we need support from our community.)
- **Support from SPTA:** The SPTA mobilized volunteers and resources. A parent-official shared, "Ang samong asosasyon, pirming magsusuporta sadi na activity sa pagbasa dahil aram namon ang mayad na maidudulot sa batit namon kung igwa sindang kakayahan na magbasa sin toltol." ("Our association always supports reading activities because we understand the positive impact it can have on our children, especially if they have the ability to read fluently.")
- **Support from Local Government:** The local government supported through school visits, donations of televisions, school supplies, and snacks for pupils. Dulay et al. (2019) emphasized the role of barangay officials in providing resources and guidance for home reading practices.

These activities collectively created a supportive network for reading remediation. The involvement of parents, barangay officials, and the SPTA provided a holistic approach to improving reading skills. This collaboration not only reinforced learning at home but also ensured resources and support were available outside school hours. Research consistently shows the positive impact of such integrated efforts (Pomerantz et al., 2017; Çalışkan & Ulaş, 2022).

The orientation sessions and homeroom meetings were crucial in aligning parents with the school's goals, ensuring that reading improvement strategies were consistently applied both at school and at home. These sessions empowered parents with the knowledge and skills to support their children's reading development, thereby extending the learning environment beyond the classroom. The active involvement of parents, as indicated by the positive feedback from the meetings, underscores the importance of parental engagement in educational interventions.

Home reading activities were instrumental in providing continuous learning opportunities for pupils. By encouraging regular reading practice at home, these activities helped to reinforce classroom learning and bridge the gap created by the pandemic's disruptions. The emphasis on parental involvement in these activities highlighted the critical role of family support in enhancing reading skills.

The support from barangay officials and the SPTA illustrated the broader community's commitment to educational success. Their contributions of resources, facilities, and volunteer efforts provided essential support structures that enriched the pupils' learning experiences. This community involvement ensured that the pupils had access to diverse learning environments and resources, which are essential for comprehensive reading development.

Furthermore, the local government's support through donations and school visits demonstrated a strong institutional commitment to improving educational outcomes. This backing not only provided material resources but also fostered a sense of communal responsibility and shared purpose in addressing reading challenges.

In summary, the home and community-based approach at Pangpang Elementary School significantly enhanced pupils' reading skills and proficiency. This approach underscores the importance of sustained, collaborative efforts among all stakeholders for successful reading remediation. The collective involvement of parents, community leaders, and local government created a robust support system that extended the educational environment beyond the classroom, aligning with the proverb that it indeed takes a village to raise a child.

Data-Driven

The data-driven approach to reading remediation at Pangpang Elementary School aimed to address the alarming reading skills among pupils. With 16 non-readers and 17 frustrated readers identified, teachers focused on evidence-based activities such as categorization by reading level, phonological awareness instruction, targeted text selection, and ongoing reading interventions.

Categorization by Reading Level: Teachers categorized Grade 6 pupils into instructional readers, frustration-level readers, and non-readers based on Phil-IRI testing results. This allowed for targeted instruction and materials suited to each group's needs. The baseline

data revealed that out of 101 Grade Six pupils, 32 were instructional readers, 53 were at the frustration level, and 16 were non-readers.

One teacher explained, "Once we obtained the reading levels of the children, one of the things I did was to search for selections that we could use to conduct the reading remediation." This proactive approach ensured that the remediation activities were tailored to each pupil's reading level.

Phonological Awareness Instruction: Phonological awareness activities included reviewing phonemes, phonetics, intonation, and syllabication. Teachers used data from assessments to identify specific phonological skills pupils were struggling with and provided systematic, explicit instruction to address these areas.

One teacher noted, "Many pupils are still poor in reading phonologically. This is very important and foundational to success in their reading. We need to give this a focus." This statement highlights the critical role of phonological awareness in reading success and the importance of targeted instruction.

Text Selection: Based on pupils' reading levels and individual needs, teachers selected texts that matched each pupil's instructional level. Progress monitoring and ongoing assessments allowed teachers to adjust text selection and instruction as needed. Teachers curated a diverse range of texts, including fiction and non-fiction, to cater to different reading levels and interests.

A teacher shared, "Once we obtained the reading levels of the children, one of the things I did was to search for selections that we could use to conduct the reading remediation." This demonstrates the careful consideration given to text selection based on pupils' reading abilities.

Ongoing Reading Intervention: From October 2022 to June 2023, teachers provided continuous support through ongoing reading interventions, systematically addressing pupils' specific reading difficulties. Regular assessments and progress monitoring helped in tracking growth and adjusting strategies.

One teacher emphasized, "The reading remediation activity for children is always ongoing. For example, some children, even if they were previously identified as non-readers, sometimes struggle to comprehend various reading activities. However, we still continue to remediate them. We consistently focus on the identified

non-readers until we see improvement. Our reading activities are always ongoing.” This highlights the commitment to continuous support and adaptation of strategies to meet pupils' needs.

The data-driven approach allowed for a nuanced understanding of each pupil's reading needs, leading to targeted and effective interventions. Categorizing pupils by reading level ensured that instruction was appropriately challenging yet achievable, fostering a supportive learning environment. This method of differentiation allowed for intensive support for struggling readers while providing enrichment activities for those reading at or above grade level.

Phonological awareness instruction, informed by data, addressed foundational reading skills critical for decoding and fluency. By focusing on phonemes, phonetics, intonation, and syllabication, teachers helped pupils develop essential skills for reading proficiency. This targeted instruction, based on assessment data, enabled teachers to tailor their teaching to the specific needs of each pupil, leading to more effective remediation.

Text selection, guided by data, ensured that pupils engaged with texts appropriate for their reading levels, promoting gradual skill development and confidence. The diversity of texts exposed pupils to various genres and topics, enhancing their overall reading experience and comprehension skills.

Ongoing reading interventions provided continuous support, allowing for consistent progress monitoring and adjustment of instructional strategies. This sustained effort was crucial in addressing persistent reading difficulties and fostering long-term improvement.

The data-driven approach facilitated evidence-based decision-making, allowing teachers to allocate resources effectively and implement instructional strategies grounded in best practices. This method promoted accountability and continuous improvement, ensuring that remediation activities were responsive to pupils' evolving needs.

In summary, the data-driven approach at Pangpang Elementary School significantly enhanced reading remediation by providing targeted instruction, differentiated support, and continuous monitoring. This comprehensive method ensured that remediation efforts were responsive to pupils' needs, promoting continuous growth and ultimately improving reading outcomes. By

integrating data-driven strategies, teachers could make informed decisions, leading to more effective and sustainable reading interventions.

Structured Reading According to Linguistic Features

The structured reading approach at Pangpang Elementary School was based on linguistic features, focusing on phonemic awareness, phonics, morphological awareness, vocabulary development, syntax and sentence structure, and fluency development. This approach was particularly effective for Grade Six pupils struggling with reading comprehension and decoding skills.

- **Phonemic Awareness Instruction:** Teachers identified pupils who struggled with recognizing and manipulating sounds in words. One teacher shared, “We regularly assess pupils to identify those who have difficulties in recognizing the sounds of letters. This is the most basic skill we need to ensure they are ready to progress to the next stage of their reading.” Structured phonemic awareness activities, such as phoneme segmentation and blending, were implemented and monitored through regular assessments.
- **Phonics Instruction:** Teachers focused on the relationship between sounds and written letters, using systematic phonics instruction. They designed activities to teach phoneme-grapheme correspondences and spelling rules. Teachers used assessments to track progress and adjust instruction as needed.
- **Morphological Awareness Instruction:** This involved teaching pupils to recognize and understand the meaningful parts of words. One teacher noted, “We still have pupils who find it challenging to break down words into their parts, including affixes and root words. When they don't understand this, they struggle to grasp the meaning of the word.” Activities included analyzing words to identify prefixes, suffixes, and root words, and were regularly assessed for progress.
- **Vocabulary Development:** Teachers emphasized vocabulary as crucial for reading comprehension. One teacher stated, “There is a big concern for us teachers in establishing the vocabulary skills of our pupils. It is one of our focused skills to develop.” Structured activities involved teaching new words through context clues, word analysis, and explicit instruction, with regular progress monitoring.
- **Syntax and Sentence Structure:** Teachers addressed the organization and arrangement of

words in sentences. A teacher explained, “Pupils need to know syntax and sentence structure, so when I have them read, especially if the text is somewhat difficult to understand, I simultaneously break down the sentences.” Activities included analyzing sentence types and grammatical structures, with ongoing assessment.

- **Fluency Development:** Teachers focused on improving pupils' reading fluency by practicing prosody, or the rhythm and intonation of speech. One teacher shared, “I conducted reading aloud as part of my reading remediation activity to help the pupils learn how to comprehend what they are reading.” Activities included reading aloud with expression and were monitored through regular assessments.

The structured reading approach based on linguistic features provided a comprehensive framework for addressing the diverse reading needs of Grade Six pupils. By focusing on specific linguistic components, teachers could target the underlying issues that hindered reading development.

Phonemic awareness and phonics instruction addressed the foundational skills necessary for decoding and word recognition. By systematically teaching these skills, teachers equipped pupils with the tools needed to progress to more complex reading tasks. Regular assessments ensured that instruction was adjusted based on pupils' evolving needs, promoting continuous improvement.

Morphological awareness instruction helped pupils understand the structure and meaning of words, enhancing their ability to decode unfamiliar words and comprehend text. This approach was particularly beneficial for pupils who struggled with vocabulary and comprehension, as it provided a deeper understanding of word formation.

Vocabulary development activities ensured that pupils acquired a broad and deep understanding of words, essential for reading comprehension. By teaching vocabulary in context and through explicit instruction, teachers supported pupils in building the language skills necessary for understanding complex texts.

Instruction on syntax and sentence structure improved pupils' ability to analyze and interpret sentences, enhancing their overall comprehension. This focus on grammatical structures provided pupils with the skills

needed to understand the relationships between words and phrases within sentences.

Fluency development activities bridged the gap between decoding and comprehension, promoting smoother and more efficient reading processes. By practicing reading aloud with expression, pupils improved their oral reading skills and overall reading proficiency.

Overall, the structured reading approach based on linguistic features ensured that reading remediation activities were targeted, effective, and responsive to pupils' needs. This comprehensive method promoted continuous growth and ultimately improved reading outcomes for all pupils.

In summary, the structured reading approach at Pangpang Elementary School significantly enhanced reading remediation by focusing on linguistic features such as phonemic awareness, phonics, morphological awareness, vocabulary development, syntax and sentence structure, and fluency development. This comprehensive method ensured that remediation efforts were targeted, effective, and responsive to pupils' needs, promoting continuous growth and ultimately improving reading outcomes.

Curriculum Oriented

The reading remediation activities for Grade Six pupils at Pangpang Elementary School are curriculum-oriented, aligning with established curriculum standards and objectives to address diverse reading challenges. This approach ensures that remediation efforts are systematically integrated into the school's educational framework, promoting effective and targeted reading instruction.

- **Conducting Assessments:** Teachers implemented systematic assessments to evaluate pupils' reading skills, comprehension, vocabulary, and fluency. One teacher shared, “Bawat pagturo ko ng reading skill, I see to it that I do assessment afterwards. Kailangan kong makita kung may natutuhan ang mga bata. Kahit isang skill lang yan na tinuro ko, kahit informal ang paraan ko, like recitation lang ang assessment, ginagawa ko ‘yan para masiguro natuto sila.” (Every time I teach a reading skill, I make sure to conduct an assessment afterwards. I need to see if the children are learning. Even if it's just one skill that I taught, even if it's an informal assessment like recitation, I do it to ensure that they have learned.)

- **Mapping Specific Needs:** Teachers mapped pupils' specific reading needs to the curriculum to determine how remediation activities could be integrated effectively. They used assessments such as informal reading inventories and comprehension tests to gather data and develop a detailed plan for remediation activities that aligned with curriculum objectives.
- **Differentiated Instruction:** Teachers tailored instruction to meet the diverse learning needs of pupils. One teacher emphasized, "May kakayahan ang bawat bata. Kailangan lang silang maipwesto sa kakayahan na bagay para sa kanila. Iba-iba ang bawat isa sa kanila, at bilang guro, dapat marunong tayong umunawa at maging sensitive dito. Sa reading remediation na ginagawa ko, sinisiguro kong gusto nila ang activity para sa kanila at ito ay angkop sa kakayahan nila." (Every child has their own abilities. They just need to be placed in a suitable position based on their capabilities. Each child is unique, and as teachers, we should understand and be sensitive to this. In the reading remediation I conduct, I make sure that the activities are enjoyable for them and are appropriate for their abilities.)
- **Integration of Evidence-Based Practices:** Teachers incorporated research-supported methods into their instruction. They utilized explicit phonics instruction, guided reading sessions, and repeated reading activities to enhance reading skills and comprehension. They continually monitored and assessed the impact of these practices on pupils' progress.

The curriculum-oriented approach to reading remediation at Pangpang Elementary School effectively addresses the diverse reading challenges faced by Grade Six pupils. By aligning remediation activities with the curriculum, teachers ensure that pupils receive instruction that is relevant and targeted to their grade-level objectives.

Aligning reading interventions with established curriculum standards ensures that pupils are engaged in meaningful and relevant learning experiences. This alignment helps to create a coherent instructional framework that supports pupils in achieving their academic goals.

The use of differentiated instruction allows teachers to cater to the individual needs of each pupil. By assessing pupils' strengths and weaknesses, teachers can provide

targeted support that addresses specific reading challenges. This personalized approach is essential for fostering a supportive learning environment where all pupils can thrive.

Incorporating evidence-based practices into the remediation activities ensures that the instruction is grounded in proven methods. Research supports the effectiveness of explicit phonics instruction, guided reading sessions, and repeated reading activities in improving reading skills. By using these strategies, teachers can provide high-quality instruction that promotes significant improvements in pupils' reading abilities.

Regular assessments and progress monitoring are crucial for evaluating the effectiveness of remediation activities. By continuously tracking pupils' progress, teachers can make informed decisions about instructional adjustments and ensure that remediation efforts are responsive to pupils' needs. This ongoing evaluation helps to maximize the impact of remediation activities and supports continuous improvement in reading outcomes.

Involving parents and the community in reading remediation efforts creates a supportive network that enhances pupils' learning experiences. Workshops and outreach programs engage parents in their children's education, fostering collaboration between home and school. This engagement is vital for reinforcing reading skills outside the classroom and promoting a culture of literacy.

In summary, the curriculum-oriented reading remediation activities at Pangpang Elementary School are essential for addressing the diverse reading challenges of Grade Six pupils. By aligning remediation efforts with curriculum standards, employing differentiated instruction, integrating evidence-based practices, and involving parents and the community, the school ensures that pupils receive targeted and effective reading support. This comprehensive approach fosters continuous growth, improves reading outcomes, and contributes to pupils' overall academic success.

Time Bound

Pangpang Elementary School conducted a variety of time-bound activities as part of their curriculum-oriented reading remediation program. These activities provided focused and structured interventions within specific timeframes to support pupils' reading development. The time-bound feature is essential for

effective intervention, ensuring pupils receive timely and structured support to address their reading difficulties. Activities included fluency practice, timed reading comprehension, speed drills, rapid response reading, and time-bound independent reading.

Time-bound reading remediation activities at Pangpang Elementary School are designed to provide focused, structured, and timely interventions to support pupils' reading development.

- **Fluency Practice:** Teachers conducted fluency practice sessions with specific time limits to improve pupils' reading fluency. One teacher shared, "Ang himo ko, binabasa ko ang sentence or selection sin makusog para mabati san mga batit kung panu ang tamang pagbasa nan pag pronounce, then, babasahon man ini san batit sin makusog." (In my practice, I read the sentence or selection aloud so that the children can hear how to properly read and pronounce it, then, they will also read it aloud with force.) This practice helped children learn correct pronunciation and improve their reading fluency by providing a reference for pacing, phrasing, and intonation.
- **Time Reading Comprehension:** Teachers implemented time-bound reading comprehension activities by setting a specific time for pupils to read a passage and answer comprehension questions. One teacher said, "Nagpapabasa ako sa mga pupils ko sin short passage na tatapuson ninda sa certain time na ihahatag ko, then they will answer comprehension questions afterwards. Parang na tsa-challenge ang mga pupils ko kasi may time akong hinatag." (I have my pupils read a short passage that they need to finish within a certain time limit that I provide, then they will answer comprehension questions afterward. My pupils seem to be challenged because I have given them a specific time.)
- **Speed Drills:** Teachers conducted speed drills with specific time limits to improve reading speed and accuracy. One teacher described their approach, "Unang-una, naghatag ako sa mga batit sin list of words na pinapractice ninda basahon. Una anay mga masay na English words, then mga difficult words to read na ang hinahatag ko, according to the level of difficulty. Pag nakita ko na kaya na san batit ang level na ini, saka naman sya makadto sa next level. Kaya lang, hinahatagan ko ining time para magliksi ang pagbasa san batit, maging accurate sya pero may speed." (First, I provided the children

with a list of words that they needed to practice reading. I started with easy English words and then gradually introduced more difficult words based on their level of proficiency. Once I observed that the children were comfortable with the current level, I allowed them to progress to the next level. However, I also set a specific time limit to encourage the children to read quickly while maintaining accuracy.)

The implementation of time-bound activities in the reading remediation program at Pangpang Elementary School offers several significant benefits:

- **Enhanced Focus and Efficiency:** Setting specific time limits creates a sense of urgency and encourages pupils to work efficiently. This focused approach helps improve reading speed, accuracy, and comprehension, essential for academic success. Research supports that time constraints can lead to immediate improvements in reading performance across various age groups, including those with reading impairments (Korinth & Nagler, 2021).
- **Structured and Progressive Learning:** Time-bound activities provide a structured framework for reading practice. By gradually increasing the difficulty level and length of reading materials, teachers can systematically challenge pupils and support their continuous development. This structured progression helps pupils build stronger reading skills over time.
- **Immediate Feedback and Adjustment:** Regular monitoring and feedback during time-bound activities allow teachers to identify areas of improvement and provide targeted support. This ongoing assessment helps tailor instruction to meet individual needs, ensuring that remediation efforts are responsive and effective.
- **Motivation and Engagement:** The challenge of completing tasks within specific timeframes can motivate pupils and increase their engagement. The sense of accomplishment from meeting time-bound goals fosters confidence and encourages further effort in reading practice.

However, it is essential to balance the benefits of time-bound activities with potential risks, such as reduced comprehension of complex texts due to limited opportunities for revisiting the material (Bar-Kochva & Hasselhorn, 2015). Tailoring interventions to the specific needs of pupils and considering the optimal duration and structure of these activities is crucial for maximizing their effectiveness.

In conclusion, the incorporation of time-bound elements in reading remediation activities at Pangpang Elementary School has demonstrated significant benefits in improving pupils' reading skills. These activities foster a focused and efficient learning environment, leading to measurable gains in reading speed, accuracy, and comprehension. By integrating time-bound practices within a curriculum-oriented approach, the school ensures that pupils receive timely and targeted support, contributing to their overall academic success and development as proficient and confident readers.

EFFECTS OF READING REMEDIATION ACTIVITIES ON PUPILS' PERFORMANCE

Greater Reading Engagement. Remediation activities that make reading enjoyable and engaging has made the pupils perceived that they have an increased reading interest. Pupils expressed a newfound love for reading and a desire to explore various genres and topics. The greater reading engagement was a perceived impact of reading remediation in Pangpang Elementary School for Grade Six pupils. Fostering reading engagement is crucial for improving reading skills and nurturing a lifelong love for reading. When a pupil was asked of the effect of reading to her, she said:

"Nakakasabay na po ako magbasa sa iba ko na mga kaklase." (I can now keep up with my other classmates when it comes to reading.)

The statement suggests that the reading remediation program has had a positive impact on the pupil's reading engagement, as they are now able to keep up with their classmates in terms of reading ability. This indicates that the program, led by the teachers, has fostered increased motivation and participation in reading among the pupil.

When the pupil says, "Nakakasabay na po ako magbasa sa iba ko na mga kaklase," it implies that they are now able to read at a similar level and pace as their peers. This indicates that the reading remediation program has helped the pupil develop their reading skills to a point where they can actively participate in reading activities alongside their classmates.

To begin this activity, teachers began by curating a diverse collection of books that catered to various interests and reading levels. This ensured that pupils had access to materials that genuinely appealed to them. To create a sense of community around reading, a "Reading Buddies" was introduced. Better performing pupils were paired with the weaker ones, and they read together.

This not only improved the reading skills of both groups but also created bonds among them.

Each classroom was equipped with a mini-library containing a selection of books. This made it convenient for pupils to access books during free reading periods and encouraged them to explore different genres. Teachers regularly conducted read-aloud sessions where they read stories or chapters from books to the class. This allowed pupils to experience the joy of storytelling and motivated them to read similar books independently. To make reading more exciting, teachers introduced reading challenges and competitions. Pupils were encouraged to set personal reading goals, such as completing a certain number of books to read during the weekends at home.

Grade Six pupils were divided into groups according to book they prefer to read, each focusing on a specific genre or theme. They met regularly to discuss their chosen books, share insights, and recommend titles to one another. The school invited guest authors to interact with pupils. These authors shared their experiences and the creative process behind writing, inspiring pupils to explore literature further. Pupils were encouraged to maintain reading logs where they recorded the books they read, their thoughts, and reflections. This encouraged self-assessment and a sense of accomplishment. Cozy reading corners were set up in classrooms and common areas of the school. These inviting spaces provided a comfortable environment for pupils to immerse themselves in books.

Pangpang Elementary School successfully enhanced reading engagement among Grade Six pupils. As a result, pupils not only improved their reading proficiency but also developed a genuine love for reading. This approach recognized that fostering a passion for reading goes beyond mere skill development; it involves creating a nurturing reading culture within the school community. The collaborative efforts of passionate teachers, eager pupils, and involved parents contributed to this positive change in reading engagement.

The impact of reading remediation activities on pupils' performance, particularly in terms of enhancing reading engagement, can be better understood through 's study on children's motivation for reading (Baker & Wigfield, 2019). This research explores various dimensions of reading motivation, such as self-efficacy and challenge, and their correlation with reading activity and

achievement. The study investigates how different aspects of reading motivation influence students' engagement with reading activities and their subsequent reading performance. Understanding these motivational factors is crucial in comprehending how reading engagement affects pupils' overall reading proficiency.

Positive Attitude Towards Reading. Pupils' attitudes toward reading can shift positively. They perceived reading as less challenging and more rewarding, leading to a greater willingness to engage in reading both in and out of the classroom. Fostering a positive attitude towards reading can be a highly valuable perceived impact of reading remediation in Pangpang Elementary School for Grade Six pupils. A positive attitude towards reading not only enhances pupils' reading experiences but also contributes to their overall academic success and lifelong learning. A pupil shared:

"Gusto ko na po niyan magbasa." (I really want to read now.)

This statement indicates that the reading remediation program has had a significant impact on the pupil's reading engagement and has sparked a genuine interest and enthusiasm for reading. When the pupil expresses their desire to read, it suggests that the reading remediation program, led by the teachers, has successfully instilled a love for reading and a strong motivation to engage with texts. The pupil's statement reflects a heightened eagerness and enthusiasm to actively participate in reading activities.

This statement signifies the positive impact of the reading remediation program on the pupil's reading engagement. It indicates that the teachers' efforts in creating a supportive and engaging reading environment, providing interesting and appropriate reading materials, and offering guidance and instruction have stimulated the pupil's interest in reading.

Teachers conducted interactive reading sessions where pupils actively participated in the reading process. They asked questions, made predictions, and shared their thoughts about the text. This made reading a collaborative and engaging activity. Recognizing that they have varied interests, teachers allowed them to choose their reading materials. This autonomy empowered pupils to select books that resonated with their preferences, making reading a more enjoyable experience. The school implemented a system to celebrate reading achievements. They were recognized and rewarded for reaching milestones such as

completing a certain number of books or showing significant improvement in their reading skills.

Pangpang Elementary School successfully fostered a positive attitude towards reading among Grade Six pupils. Pupils began to view reading as a source of enjoyment and personal growth rather than a chore. The combination of interactive reading experiences, choice, recognition, and the influence of reading role models contributed to this transformation. As a result, they not only improved their reading proficiency but also developed a lifelong love for reading, which will benefit them in their academic and personal lives.

To investigate the impact of reading remediation activities on pupils' performance in terms of fostering positive attitudes towards reading, the study by Petscher (2019) on the relationship between student attitudes towards reading and achievement in reading is a relevant reference. 's meta-analysis explores how student attitudes towards reading influence their reading achievement. The findings indicate that instructional activities that positively affect attitudes towards reading can result in higher levels of achievement. Students with positive attitudes towards reading are more likely to excel in reading fluency, comprehension, vocabulary, and cognitive development.

Improved Test Scores and Academic Performance. Perceived improvements in reading skills often translate into better performance on standardized tests and in other academic subjects. Grade Six pupils noticed an increase in their test scores and overall academic achievements. Improved test scores and academic performance can be a highly desirable and perceived impact of reading remediation in Pangpang Elementary School for Grade Six pupils. When a teacher was asked how the pupils were performing in reading, she said:

"Nag improve po ang mga scored ninda sa reading tests, maging informal or informal man po ang assessment namon." (Their scores in reading tests have improved, whether it be informal or formal assessments.)

The statement indicates that there has been an improvement in the pupils' performance on reading tests, regardless of whether the assessments were informal or formal. This suggests that the reading remediation program, led by the teachers, has had a beneficial impact on the pupils' reading skills and abilities.

When it is mentioned that their scores have improved, it implies that the pupils have shown progress in their reading comprehension, vocabulary, fluency, or other areas assessed in the reading tests. The program has likely provided effective strategies, instruction, and support to help the pupils enhance their reading abilities.

The statement also emphasizes that the improvement is observed across both informal and formal assessments. Informal assessments may include teacher observations, class activities, or informal reading comprehension checks, while formal assessments may involve standardized reading tests or exams. The fact that the improvement is noted in both types of assessments suggests that the pupils' progress is consistent and not limited to a specific evaluation method.

The journey began with a thorough assessment of each pupil's reading abilities. Based on the results, teachers crafted individualized reading improvement plans tailored to the specific needs of each pupil. This ensured that pupils received targeted support. To address foundational reading skills, intensive reading sessions were conducted. These sessions focused on areas such as phonics, comprehension, and vocabulary. Pupils participated in hands-on activities that made learning engaging and fun. Teachers regularly monitored the progress of each pupil through reading assessments and evaluations. This allowed them to make timely adjustments to the remediation plans and provide additional support where needed.

For pupils who required extra attention, one-on-one reading sessions were organized. Teachers worked closely with these pupils to build their confidence and competence in reading. To foster peer support and collaboration, the school introduced a "reading buddy" system. Stronger readers were paired with struggling ones. This not only improved reading skills but also created a sense of camaraderie among pupils. The school offered extracurricular literacy programs that encouraged pupils to explore different genres of literature. These programs included book clubs, creative writing workshops, and storytelling sessions.

Recognizing the digital age, teachers incorporated technology into reading activities. Interactive e-books, educational apps, and online reading platforms were used to make learning more interactive and appealing. Parents were actively involved in their children's reading journeys. Regular meetings were held to discuss progress and share strategies for reinforcing reading

skills at home. The school introduced incentives for achieving reading milestones. Pupils who made significant improvements or achieved high test scores were recognized and rewarded, motivating them to excel. Reading was integrated into the overall curriculum, ensuring that pupils encountered reading opportunities across subjects. Teachers incorporated reading assignments and projects into various subjects, reinforcing the importance of reading in academic success.

Pangpang Elementary School witnessed a remarkable improvement in the test scores and academic performance of Grade Six pupils. The combination of individualized plans, targeted sessions, progress monitoring, and a supportive learning environment contributed to this success. Pupils not only became proficient readers but also demonstrated enhanced comprehension and vocabulary skills, which translated into improved performance across all academic subjects. The school's commitment to fostering a strong reading culture played a pivotal role in this transformation, setting a solid foundation for the academic journey of its pupils.

To investigate the impact of reading remediation activities on pupils' academic performance, 's study on the effects of a reading intervention project on students' academic achievements is a relevant reference (Tsegaw, 2022). The research delves into how project interventions can influence students' academic performance, including test scores, by enhancing reading fluency and comprehension. By understanding the effects of reading interventions on academic achievements, educators can implement evidence-based remediation activities to improve students' overall academic performance, including test scores.

Enhanced Self-Esteem and Confidence. The success experienced through reading remediation activities boosted pupils' self-esteem and confidence. They perceived themselves as competent readers, which can have a positive ripple effect on their overall self-image. Enhanced self-esteem and confidence can significantly impact reading remediation in Grade Six pupils at Pangpang Elementary School. As pupils build their reading skills and become more proficient readers, they often experience a boost in self-esteem and confidence.

The journey began with a thorough assessment of each pupil's reading skills. Teachers used these assessments to create personalized learning plans for each pupil.

Knowing that their education was tailored to their unique needs instilled a sense of value and importance in the pupils. Teachers adopted a positive and encouraging approach during reading sessions. They provided constructive feedback, celebrated small victories, and highlighted areas of improvement. This constant affirmation helped pupils build confidence in their abilities.

Collaborative learning was emphasized through group reading activities. Pupils were encouraged to discuss books, share their interpretations, and support one another. This sense of belonging and peer support boosted their self-esteem. To overcome the fear of public speaking and develop confidence, regular reading aloud sessions were held. Pupils took turns reading passages in front of their peers, gradually gaining confidence in their reading skills. Teachers created a safe and inclusive classroom environment where all pupils felt valued and respected. This atmosphere of acceptance allowed pupils to express themselves without fear of judgment, further boosting their self-esteem. For pupils who needed additional support, small group instruction was provided. This allowed for more individualized attention and gave pupils the opportunity to excel at their own pace.

Achievements, no matter how small, were celebrated. Certificates, awards, and recognition ceremonies were organized to honor pupils' progress. This motivated them to set higher goals and work toward them. Parents were actively engaged in their children's reading journey. Regular meetings were conducted to help parents understand the importance of reading and how they could support their children. This collaboration between parents and teachers boosted pupils' confidence as they knew they had a strong support system. Teachers connected reading to real-life scenarios, showing pupils how reading skills were essential beyond the classroom. This practical application instilled confidence that their reading abilities would be valuable in their future endeavors.

In addition to reading, pupils were encouraged to express themselves through writing. They were given opportunities to write stories, essays, and poetry, allowing them to showcase their creativity and unique voices. Pangpang Elementary School witnessed a remarkable transformation in the self-esteem and confidence of Grade Six pupils. Pupils not only improved their reading proficiency but also developed a strong sense of self-worth and belief in their capabilities.

This newfound confidence extended beyond reading and positively influenced their overall academic performance and personal development. The school's commitment to nurturing not just readers but also confident individuals played a pivotal role in this achievement, setting a positive trajectory for the pupils' future endeavors.

The study by Haney and Durlak (2018) on changing self-esteem in children and adolescents through a meta-analytical review is a suitable reference for exploring the effect of reading remediation activities on pupils' performance in terms of enhanced self-esteem and confidence. The research focuses on interventions specifically aimed at changing self-esteem and self-concept, indicating that programs targeting self-esteem are significantly more effective than those focusing on other areas. This study provides valuable insights into the impact of interventions on self-esteem, which can positively influence students' confidence and overall well-being.

Better Participation in Class. Grade Six pupils who benefit from reading remediation have become more active participants in classroom discussions and activities. They said they have greater confidence in sharing their thoughts and ideas related to reading materials. Better participation in class can indeed be a perceived impact of reading remediation in Pangpang Elementary School for Grade Six pupils. As pupils improve their reading skills, they often become more engaged in classroom activities, discussions, and lessons that involve reading.

The process began with a comprehensive assessment of each pupil's reading abilities. Based on these assessments, teachers formulated individualized reading plans tailored to address the specific needs of each pupil. This personalized approach ensured that pupils received targeted support. Teachers designed reading sessions to be interactive and engaging. They incorporated multimedia resources, such as videos and audiobooks, to make reading more captivating. This interactive approach piqued pupils' interest and encouraged them to actively participate in discussions. To promote peer interaction and discussion, literary circles were formed. Pupils were divided into small groups to read and discuss books together. This collaborative environment not only improved comprehension but also encouraged pupils to express their thoughts and ideas confidently.

Teachers used effective questioning techniques to stimulate critical thinking. They encouraged pupils to ask questions, make predictions, and analyze texts. This encouraged active participation and thoughtful contributions during class discussions. Reading challenges and competitions were organized within the class. Pupils were motivated to read more books, and rewards were given for achieving reading milestones. This friendly competition fostered enthusiasm for reading and active engagement in the classroom. Pupils were encouraged to read books of their choice and share their insights through book reviews and presentations. This allowed them to showcase their reading progress and engage their peers in meaningful discussions.

An older grade was paired with Grade Six pupils as reading buddies. This mentoring system encouraged younger pupils to learn from their peers and feel more comfortable participating in class. Teachers held regular one-on-one conferences with pupils to discuss their reading progress. These sessions provided pupils with a platform to voice their concerns and receive individualized guidance, boosting their confidence. The school's library was enriched with a variety of books catering to different interests and reading levels. Pupils were encouraged to explore the library's resources, fostering a culture of independent reading and self-driven learning.

Parents were actively involved in their children's reading journey. They attended parent-teacher meetings to track progress and were provided with strategies to support their child's reading at home. Grade Six pupils at Pangpang Elementary School not only improved their reading proficiency but also became more active participants in class discussions and activities. The teachers' dedication to creating an engaging and supportive learning environment played a crucial role in enhancing pupils' participation. This shift positively impacted their overall academic performance and contributed to a more vibrant and interactive classroom atmosphere. The school's commitment to nurturing well-rounded pupils who actively engage in their education has been a key factor in this success.

The study by Adapon and Mangila (2020) on the impact of the Care for the Non-Readers (CRN) program on Filipino pupils' reading proficiency is a relevant reference for exploring the effect of reading remediation activities on pupils' performance in terms of better participation in class. The research evaluates the effectiveness of the CRN program in improving the

reading performance of pupils, indicating that both teachers and parents perceive the program as very effective. This study provides valuable insights into how remediation programs can positively impact pupils' reading proficiency, which can lead to increased participation and engagement in classroom activities.

Parental Satisfaction. Parents also perceived positive changes in their children's reading skills and academic performance. They reported that their children are more enthusiastic about reading and achieving better results, leading to increased satisfaction with the school's remediation efforts. Parental satisfaction can indeed be a perceived impact of reading remediation in Pangpang Elementary School for Grade Six pupils. When parents observe positive changes in their children's reading abilities and learning experiences, they are likely to perceive increased satisfaction with the school's efforts. One parent said:

"Ma'am, naobserve ko po ang batit ko medyo po may improvement po sya sa study habit nya, willing na po sya mag adal miski sa balay po." (Ma'am, I have observed that my child has shown some improvement in their study habits. They are now willing to study even at home.)

This statement means that the parent has noticed an improvement in their child's study habits. The child is now more willing to study even at home, indicating a positive change in their attitude towards learning. This improvement could be attributed to the efforts of the teacher, referred to as "Ma'am," in fostering a conducive learning environment and encouraging the child to study diligently. By mentioning that the child is now willing to study at home, it suggests that the child has developed a sense of self-discipline and a proactive approach to learning. They have embraced the importance of studying and are taking the initiative to engage in educational activities outside of the classroom.

This statement highlights the positive impact of the teacher's efforts in instilling good study habits in the child. The teacher's guidance and instruction have likely contributed to the child's improved study habits and increased motivation to learn. The child's willingness to study at home demonstrates their growing commitment to academic progress.

These initiatives not only improved pupils' reading skills but also garnered high levels of parental satisfaction. At the beginning of the program, teachers conducted comprehensive diagnostic assessments to identify each

pupils' reading strengths and weaknesses. This data served as the foundation for creating tailored reading plans. Using the assessment results, teachers designed individualized reading plans for every pupil. These plans included specific goals and strategies to address areas in need of improvement. Parents were informed about their child's reading plan and progress throughout the program. To keep parents informed and engaged, teachers maintained regular communication channels. They provided progress updates, including assessment results and milestones achieved, through parent-teacher meetings, and phone calls.

The school organized meetings for parents on how to support their children's reading development at home. These meetings covered topics like effective reading strategies, choosing age-appropriate books, and creating a conducive reading environment. Teachers encouraged parents to participate in reading challenges alongside their children. Teachers reminded them that this can create a bonding experience and motivated pupils to read more. They could enjoy spending quality time reading with their children. They could read and discuss books relevant to their child's age group. This could allow parents to better understand their child's reading interests and challenges.

Certificates, awards, and recognition ceremonies were organized to acknowledge the progress made by pupils. This boosted parental satisfaction and motivation. Parents were encouraged to provide feedback on the reading program. Their input was valuable in making adjustments and improvements. This open feedback loop made parents feel heard and involved in their child's education. The school extended its reading initiatives to the local community. Parents were encouraged to involve neighbors and friends in reading activities, creating a supportive reading ecosystem beyond the school.

Parental satisfaction soared at Pangpang Elementary School. Parents felt more connected to their child's education and appreciated the school's efforts to involve them in the reading remediation process. This heightened involvement translated into improved reading proficiency among Grade Six pupils, as pupils received consistent support both in school and at home. The school's commitment to fostering a collaborative reading environment played a pivotal role in achieving this positive outcome.

Parents play a crucial role in the success of reading remediation activities and the academic performance of pupils. Studies have shown that parental involvement, such as participation in programs like the CARE FOR THE NON-READERS (CRN) PROGRAM, can have a significant impact on enhancing pupils' reading proficiency and overall academic performance as highlighted by Adapon and Mangila (2020). The involvement of parents in reading remediation not only supports children's reading development but also contributes to their sustained progress in literacy skills. Additionally, research indicates that parents can actively contribute to the remediation and maintenance of children's reading ability, emphasizing the importance of parental training in specific reading methods to support their children effectively (Fitton & Gredler, 2016). By engaging parents in reading activities and providing them with the necessary tools and strategies, educators can enhance parental satisfaction, promote positive reading habits at home, and ultimately improve pupils' academic performance in reading and beyond.

Teacher's Satisfaction. Teachers often play a significant role in delivering remediation activities. They perceived improvements in their pupil's skills and performance, which led to a sense of accomplishment and job satisfaction. Teacher satisfaction was perceived impact of reading remediation in Pangpang Elementary School for Grade Six pupils. When teachers witness the positive outcomes of reading remediation in their pupils, they are likely to perceive greater satisfaction in their roles as teachers.

The reading remediation activities not only led to significant improvements in pupils' reading skills but also resulted in high levels of teacher satisfaction. To kick off the program, teachers conducted thorough assessments to identify the specific reading challenges faced by each pupil. Based on these assessments, teachers set clear and achievable reading proficiency goals for each pupil. Teachers employed a variety of instructional strategies tailored to individual pupil needs. This included one-on-one tutoring, small group sessions, and independent reading time. Differentiated instruction ensured that pupils received personalized support. Teachers focused on improving reading comprehension by teaching pupils various strategies such as making predictions, summarizing texts, and asking questions while reading. These strategies helped pupils better understand and retain the content.

Teachers provided reading materials that matched each pupils' reading level. This scaffolding approach ensured that pupils were challenged but not overwhelmed, which contributed to their confidence and progress. Teachers consistently monitored pupils' progress through ongoing assessments and observations. This allowed for timely adjustments to teaching methods and goals as needed.

To make learning engaging, teachers integrated technology into the reading program. Pupils had access to educational apps and digital libraries, making reading more interactive and enjoyable. Teachers used positive reinforcement techniques to motivate pupils. Encouragement, praise, and rewards for reaching reading milestones helped boost pupils' self-esteem and enthusiasm for reading. Pairing pupils with reading partners encouraged peer support and collaboration. Pupils read aloud to each other, discussed books, and helped one another overcome challenges. The school invested in professional development for teachers, providing training in the latest reading instruction methods and resources. This empowered teacher with the tools they needed to effectively support their pupils.

Teachers collaborated with each other to share successful strategies and best practices. This collaborative environment fostered a sense of camaraderie and support among the teaching staff. Teachers at Pangpang Elementary School experienced a high level of satisfaction. They witnessed remarkable progress in their pupils' reading proficiency and saw the positive impact of their efforts. Seeing pupils grow as readers and pupils was immensely rewarding for the teachers, leading to a sense of accomplishment and job satisfaction. The collaborative and data-driven approach to reading remediation played a crucial role in achieving these positive outcomes.

Indeed, reading remediation activities for Grade Six pupils can significantly impact their reading skills and overall academic development. Vu and Peters (2020) investigated the impact of different reading approaches, such as reading-only, reading-while-listening, and reading with textual input enhancement, on vocabulary learning for EFL pupils. It found that these interventions offered insights into effective vocabulary-focused reading interventions for Grade Six pupils. Likewise, Galloway and Uccelli (2019) examined the developmental relations between core academic language skills and reading comprehension for English pupils and their peers. It found valuable information on

the relationship between language skills and reading comprehension relevant to Grade Six pupils.

IV. CONCLUSION AND RECOMMENDATIONS

The study concluded that Pangpang Elementary School's reading remediation activities, including home and community-based, data-driven, structured reading according to linguistic features, curriculum-oriented, and time-bound approaches, significantly enhanced Grade Six pupils' reading skills. The involvement of parents, community leaders, and local government, along with the use of targeted, evidence-based practices, fostered a supportive and effective learning environment. Pupils demonstrated greater reading engagement, a positive attitude toward reading, improved test scores, enhanced self-esteem and confidence, better classroom participation, and parental satisfaction. These outcomes underscore the importance of collaborative efforts, continuous assessment, and tailored instruction in reading remediation.

To further enhance the reading remediation program at Pangpang Elementary School, it is recommended that school heads and relevant stakeholders conduct regular planning and review sessions to create comprehensive and effective financial plans. These plans should encompass budgeting, accounting, procurement, and asset management, ensuring that financial resources are allocated and managed efficiently. Regular reviews will help in identifying any discrepancies or areas needing improvement, thus fostering a more robust financial management system.

Equipping school heads and the financial management team with sound financial strategies is essential for enhancing efficiency and effectiveness. Implementing best practices in transparency, sound budgeting, long-term financial planning, and stakeholder participation can significantly improve financial management processes. Providing these strategies will help in addressing the common challenges faced by school heads, such as lack of prioritization in budgeting and procurement, and ensure that financial resources are utilized optimally.

The Division Office should prioritize ongoing training and seminar opportunities for school heads and their subordinates. This professional development is crucial to address issues like lack of training in accounting and asset management. By offering targeted training, school heads and their teams can acquire the necessary skills and knowledge to manage financial resources more

effectively, thus enhancing the overall financial health of the school.

Engaging parents and community members in reading remediation efforts is vital. Continued involvement through workshops, meetings, and volunteer opportunities can provide additional support for pupils' reading development and create a nurturing reading culture. This collaborative effort between the school, parents, and community members is instrumental in reinforcing the importance of reading and ensuring pupils receive support both at home and within the community.

Maintaining regular assessments and feedback mechanisms is crucial for monitoring pupils' progress and adjusting instructional strategies as needed. A data-driven approach ensures that remediation activities remain responsive to pupils' evolving needs, allowing for timely interventions and support. By continuously tracking progress, teachers can make informed decisions to enhance the effectiveness of reading remediation efforts.

Lastly, ensuring adequate resources, such as books, technology, and learning materials, are available to support diverse reading activities is fundamental. Investing in these resources will create a more engaging and effective learning environment for pupils. Access to a variety of reading materials and tools can significantly enhance pupils' reading skills and foster a love for reading, contributing to their overall academic success and personal growth.

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