**Oral Reading Performance Of Multigrade Pupils At Mawigue Elementary School: An Input To Reading Remediation Program**

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ABSTRACT

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| Reading is not merely a passive absorption of information, rather, it is an engaging process that cultivates our critical thinking, enabling us to comprehend and interpret the world around us. The study sought to determine the oral reading performance of Grade III, IV, V and VI Pupils of Mawigue Elementary School, Southern Conner District. Descriptive research design was employed in the study. Results revealed that in Grade III, most pupils demonstrated frustration levels in mispronunciation, followed by substitution. Omission, repetition, and reversal showed the least number of pupils with frustration levels. In Grade IV, there was a significant difference in the oral reading performance, with a higher number of pupils exhibiting frustration levels in mispronunciation. Grade V pupils showed no significant difference in their oral reading performance across all areas assessed. However, Grade VI pupils exhibited frustration levels in mispronunciation, omission, substitution, insertion, repetition, transposition, and reversal. Overall, majority of the pupils demonstrated frustration levels in mispronunciation, omission, substitution, insertion, repetition, transposition, and reversal. To enhance the pupils' oral reading skills, the use phonics instruction by teachers in their English classes was recommended. |

*Keywords: Oral reading performance, multigrade pupils, reading skills and reading remediation program*

1. INTRODUCTION

The power of literacy lies in its ability to expand human experience, enabling individuals to delve into various realms of existence, be they real or imagined, thus enriching life in countless ways. Reading is not merely a passive absorption of information; rather, it is an engaging process that cultivates our critical thinking, enabling us to comprehend and interpret the world around us. This unique cognitive capability is a distinguishing feature of humanity, emphasizing the critical role of reading in our intellectual development (Rahmawati.

In our modern, globally connected society, the importance of reading comprehension cannot be overstated. Despite this general awareness, students often underestimate its significance in their academic pursuits and beyond. The pedagogical approach of differentiated instruction, which has been a cornerstone of Philippine education for many years, addresses this issue. Recognizing that students differ in learning styles and conceptual understanding, this approach aims to tailor the educational experience to maximize learning outcomes (O’Brien, 2011).

Differentiated instruction is particularly important in teaching reading and promoting comprehension, fundamental skills that empower students to decipher and interpret the textual information that pervades our society (Dewantara et. al, 2022). The teacher's role and the quality of the learning materials are key determinants in developing these skills (Abebe & Woldehanna, 2013). Reading is a complex process that encompasses sensation, perception, comprehension, application, and integration, enabling us to derive meaning from printed words and symbols (Slavin et. al, 2009).

The Philippine Department of Education (DepEd) has intensified its advocacy for reading through its "Hamon: Bawat Bata Bumabasa (3Bs Initiatives)" program, as outlined in DepEd Memorandum No. 173, s. 2019 (*Deped, 2019)*. Acknowledging that previous efforts to enhance reading skills among learners have been insufficient, this program aims to cultivate a culture of reading, embodying the "no child left behind" policy. Consequently, the program strives to ensure that every learner becomes a proficient reader.

However, the global education landscape has been severely disrupted by the COVID-19 pandemic, which has claimed over six million lives and profoundly curtailed fundamental freedoms, including the right to education (Suson et. al, 2020). As governments worldwide have taken drastic measures to mitigate the pandemic's spread, including school closures, over 1.5 billion students across more than 190 countries have been confined to their homes (Kendeou et. al, 2016). This unprecedented disruption has raised serious concerns about the long-term educational, economic, and social implications, with studies indicating potential stagnation or decline in student achievement and exacerbation of existing learning disparities (Asendorpf, et. al, 2014).

Drawing from four years of experience as a multigrade teacher, the researcher has observed a noticeable disparity in pupils' oral reading performance, which significantly influences their learning process and outcomes, particularly in the aftermath of the pandemic. Instances of poor oral reading often correspond to overall learning difficulties, while proficiency in oral reading tends to yield improved results across other academic subjects.

Motivated by a desire to enhance reading instruction effectiveness, the researcher embarked on this study, focusing on the multigrade pupils of Mawigue Elementary School, Mawigue, Conner, Apayao. By examining these pupils' oral reading performance, the researcher aims to contribute valuable insights that can guide the development of targeted reading remediation programs, thus addressing the identified challenges and enhancing learning outcomes in this challenging context.

2. METHODOLOGY

**2.1. Research Design**

This study employed a descriptive research design to assess the oral reading performance of pupils in English at Mawigue Elementary School during the 2022-2023 academic year. The research design focused on providing a detailed description of the students' reading abilities through assessment.

**2.2. Locale of the Study**

The study was conducted at Mawigue Elementary School (MES), situated in Purok 1, Mawigue, Conner, Apayao. Mawigue Elementary School is one of the elementary schools in the Southern Conner District.

**2.3. Participants of the Study**

The participants of the study consisted of 38 pupils from Grade III, IV, V, and VI at Mawigue Elementary School during the School Year 2022-2023.

**Table 1. Participants of the Study**

|  |  |
| --- | --- |
| **Grade level** | **Number of Pupils** |
| Grade III | 13 |
| Grade IV | 8 |
| Grade V | 9 |
| Grade VI | 8 |
| **TOTAL** | **38** |

**2.4. Research Instrument**

The main instrument utilized in this study was the set of assessment tools prescribed in the Philippine Informal Reading Inventory (Phil-IRI), provided by the Department of Education (DepEd). The Phil-IRI was used to measure the oral reading performance of the pupils.

**2..5. Statistical Analysis**

Frequencies, percentages, means, and standard deviations were computed to determine the oral reading performance of the pupils.

Furthermore, ANOVA was used to compare oral reading performance across different groups, such as grade levels.

The level of the different categories was classified as:

**Level of performance Score**

Independent level 40-50

Instructional level 29-39

Frustration level below 29

3. results and discussion

**3.1. Oral reading level of the pupils in the different reading skills**

**Table 2. Oral Reading Performance of Grade III Pupils**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Oral Reading Skills** | Instructional Level | | Frustration Level | |
| f | % | f | % |
| Mispronunciation | 5 | 38.46 | 8 | 61.54 |
| Omission | 8 | 61.54 | 5 | 38.46 |
| Substitution | 6 | 46.15 | 7 | 53.85 |
| Insertion | 8 | 61.54 | 5 | 38.46 |
| Repetition | 9 | 69.23 | 4 | 30.77 |
| Transposition | 10 | 76.92 | 3 | 23.08 |
| Reversal | 8 | 61.54 | 5 | 38.46 |

As presented in Table 2, the highest number of pupils demonstrated frustration levels in mispronunciation, with 8 or 61.54%. This was followed by substitution, which accounted for 7 or 53.85% of the pupils. On the other hand, transposition and repetition showed the fewest number of pupils with frustration levels. These findings suggest that some pupils face challenges in accurately pronouncing words and tend to substitute them.

**Table 3. Mean and standard deviation of the Oral reading performance of the Grade III pupils**

|  |  |  |
| --- | --- | --- |
| Oral Reading Areas | Mean | sd |
| Mispronunciation | 5.08 | 2.53 |
| Omission | 4.23 | 2.01 |
| Substitution | 4.38 | 2.29 |
| Insertion | 4.38 | 2.06 |
| Repetition | 4.15 | 2.15 |
| Transposition | 3.31 | 2.02 |
| reversal | 3.69 | 2.72 |

As gleaned in Table 3, the Grade III pupils have an average of five (5) mispronounced words. These five words included blind, blunt, flush, flame and blot. In addition, four (4) words omitted, substituted, inserted and repeated. The words are flea, create, fluffy and decide. Moreover, the standard deviation indicated that the scores are highly spread.

**Table 4. Oral Reading Performance of Grade IV Pupils**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Oral Reading Skills | Instructional Level | | Frustration Level | |
| f | % | f | % |
| Mispronunciation | 4 | 50.00 | 4 | 50.00 |
| Omission | 5 | 62.50 | 3 | 37.50 |
| Substitution | 5 | 62.50 | 3 | 37.50 |
| Insertion | 8 | 100.00 |  |  |
| Repetition | 7 | 87.50 | 1 | 12.50 |
| Transposition | 7 | 87.50 | 1 | 12.50 |
| Reversal | 8 | 100.00 |  | 0.00 |

Table 4 presents the oral reading performance of Grade IV pupils. Half of the Grade IV pupils (50%) demonstrated frustration levels in mispronunciation, highlighting difficulties in accurately pronouncing words. Additionally, 62.50% of the pupils exhibited frustration levels in both omission and substitution, indicating challenges in omitting or substituting words during oral reading. All Grade IV pupils (100%) faced frustration in insertion, suggesting struggles with adding extra words to the text. Moreover, 87.50% of the pupils, experienced frustration levels in both repetition and transposition, emphasizing difficulties in repeating words or reordering them correctly. All pupils also exhibited frustration levels in reversal. These findings underscore the specific areas of oral reading where Grade IV pupils encounter challenges and emphasize the need for targeted interventions and instructional strategies to enhance their oral reading skills. By focusing on enhancing pronunciation accuracy, minimizing omissions and substitutions, and addressing issues related to insertion, repetition, transposition, and reversal, teachers can support Grade IV pupils in developing their oral reading proficiency.

**Table 5. Mean and standard deviation of the Oral reading performance of the Grade IV pupils**

|  |  |  |
| --- | --- | --- |
| Oral Reading Areas | Mean | sd |
| Mispronunciation | 7.00 | 2.00 |
| Omission | 6.80 | 2.78 |
| Substitution | 5.88 | 2.47 |
| Insertion | 4.88 | 1.55 |
| repetition | 4.38 | 2.56 |
| transposition | 5.38 | 1.69 |
| reversal | 3.13 | 1.64 |

Table 5 provides the mean and standard deviation of the oral reading performance of Grade IV pupils across different areas. The data reveals that, on average, pupils make 7 mispronunciations during oral reading. These seven words included crumbs, blunt, flush, favourite, blot, flannel and scrambled. In addition, four (6) words omitted these words hungry, crawl, flame, muffy , defeat, and brake, five (5) substituted words comes, decided, caught, crown and dribble, four(4) inserted and repeated. The words are like, calm, drum and flea. Moreover, the standard deviation indicated that the scores are highly spread.

**Table 6. Oral Reading Performance of Grade V Pupils**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Oral Reading Skills | Instructional Level | | Frustration Level | |
| f | % | f | % |
| Mispronunciation | 3 | 33.33 | 6 | 66.67 |
| Omission | 6 | 66.67 | 3 | 33.33 |
| Substitution | 6 | 66.67 | 3 | 33.33 |
| Insertion | 8 | 88.89 | 1 | 11.11 |
| Repetition | 7 | 77.78 | 2 | 22.22 |
| Transposition | 6 | 66.67 | 3 | 33.33 |
| Reversal | 8 | 88.89 | 1 | 11.11 |

Table 6 shows that 33.33% of the Grade V pupils experienced frustration in mispronunciation, indicating challenges in pronouncing words accurately during oral reading. Additionally, many students struggled with omission, substitution, transposition, and reversal, with 66.67% of them exhibiting frustration levels in these areas. The frequency of insertion errors was relatively higher, affecting 88.89% of the pupils, while repetition errors had a lower occurrence of 77.78% frustration levels.

**Table 7. Mean and standard deviation of the Oral reading performance of the Grade V pupils**

|  |  |  |
| --- | --- | --- |
| Oral Reading Skills | Mean | sd |
| Mispronunciation | 10.00 | 3.24 |
| Omission | 8.67 | 3.50 |
| Substitution | 8.89 | 2.98 |
| Insertion | 7.22 | 4.29 |
| repetition | 7.00 | 3.16 |
| transposition | 8.11 | 3.82 |
| reversal | 6.67 | 2.83 |

Table 7 revealed that, on average, pupils make approximately 10 mispronunciations during oral reading, As gleaned in Table 6, the Grade V pupils have an average of TEN(10) mispronounced words. These ten words included bowed, calm, reached, scrambled, foolish, cleverly, unfortunately, firmly, bush and depressed. Eight (8) words omitted, substituted and transported. Words are hammered, advised, controlled, asked, decided, unhelpful, shouldered, and caused in addition, seven (7) words, inserted and repeated. The words are flush, favourite, blot, flannel, crumb and scrambled. Six (6) words reverted, like, calm, flea, flush and asked. Moreover, the standard deviation indicated that the scores are highly spread. )

**Table 8. Oral Reading Performance of Grade VI Pupils**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Oral Reading Skills | Instructional Level | | Frustration Level | |
| f | % | f | % |
| Mispronunciation | 5 | 62.50 | 3 | 37.50 |
| Omission | 6 | 75.00 | 2 | 25.00 |
| Substitution | 7 | 87.50 | 1 | 12.50 |
| Insertion | 6 | 75.00 | 2 | 25.00 |
| Repetition | 7 | 87.50 | 1 | 12.50 |
| Transposition | 7 | 87.50 | 1 | 12.50 |
| Reversal | 8 | 100.00 |  |  |

Table 8 reveals that majority of Grade VI pupils encountered frustration in various areas of oral reading. Specifically, 62.50% of the students struggled with mispronunciation, indicating difficulties in accurately pronouncing words during oral reading. Omission and insertion errors affected 75.00% of the pupils, suggesting challenges in both omitting and inserting words while reading aloud. Substitution errors were prevalent among 87.50% of the pupils, indicating difficulties in replacing words with appropriate alternatives. Moreover, repetition and transposition errors were also observed in 87.50% of the pupils, highlighting issues related to repeating words and altering their order. It is worth noting that reversal errors affected all pupils, indicating a common challenge in reversing the order of letters or numbers.

**Table 9. Mean and standard deviation of the Oral reading performance of the Grade VI pupils**

|  |  |  |
| --- | --- | --- |
| Oral Reading Areas | Mean | sd |
| Mispronunciation | 8.63 | 5.45 |
| Omission | 9.13 | 4.61 |
| Substitution | 6.13 | 4.55 |
| Insertion | 8.00 | 5.48 |
| repetition | 7.25 | 3.28 |
| transposition | 6.88 | 5.38 |
| reversal | 7.75 | 2.38 |

Table 9 reveals that, on average, Grade VI pupils the Grade VI pupils have an average of nine (9) mispronounced and omitted words. These nine words included scrambled, foolish, cleverly, unfortunately, firmly, bush, flush, caused and depressed. Eight (8) words inserted these are asked, decided, unhelpful ,shouldered, remarkable, merchant ,advised and caused In addition, Seven(7) words reverted and repeated these are decided, unhelpful ,shouldered, favourite, blot, flannel, crumbs and caused. Six (6) words transported. The words are like, calm, flea, flush, remarkable and asked . Moreover, the standard deviation indicated that the scores are highly spread.

**3.2. Difference in the Oral Reading Performance of the pupils in Mawigue Elementary School**

**Table 10. Test of Significant Difference in the Oral Reading Performance of the Grade III pupils**

|  |  |  |  |
| --- | --- | --- | --- |
| Oral Reading Areas | F | p | Decision at α= 0.05 |
| Mispronunciation | 0.80 | 0.58 | Accept Ho |
| Omission |
| Substitution |
| Insertion |
| repetition |
| transposition |
| reversal |

As disclosed in Table 10, the probability value obtained is higher than the set alpha value of 0.05, leading to the acceptance of the null hypothesis. Therefore, there is no significant difference in the Oral Reading Performance of the Grade III pupils in Mawigue Elementary School.

**Table 11. Test of Significant Difference in the Oral Reading Performance of the Grade IV pupils**

|  |  |  |  |
| --- | --- | --- | --- |
| Oral Reading Skills | F | p | Decision at α= 0.05 |
| Mispronunciation | 3.01 | 0.01 | Reject Ho |
| Omission |
| Substitution |
| Insertion |
| repetition |
| transposition |
| reversal |

As shown in Table 11, the obtained probability value is 0.01, leading to the decision to reject the null hypothesis (Ho) at the significance level of α=0.05. This outcome indicates a significant difference in the oral reading performance of Grade IV pupils at Mawigue Elementary School. The significant difference in oral reading performance implies that there are variations among the pupils in terms of their ability to pronounce words correctly during oral reading.

**Table 12. Test of Significant Difference in the Oral Reading Performance of the Grade V pupils**

|  |  |  |  |
| --- | --- | --- | --- |
| Oral Reading Skills | F | p | Decision at α= 0.05 |
| Mispronunciation | 1.09 | 0.38 | Accept Ho |
| Omission |
| Substitution |
| Insertion |
| repetition |
| transposition |
| reversal |

As shown in Table 12, the obtained F-value is 1.09, and the corresponding p-value is 0.38. Based on these results and considering the significance level of α=0.05, the decision is to accept the null hypothesis (Ho). This finding suggests that there is no significant difference in the oral reading performance of Grade V pupils at Mawigue Elementary School.

**Table 13. Test of Significant Difference in the Oral Reading Performance of the Grade VI pupils**

|  |  |  |  |
| --- | --- | --- | --- |
| Oral Reading Skills | F | p | Decision at α= 0.05 |
| Mispronunciation | 0.40 | 0.87 | Accept Ho |
| Omission |
| Substitution |
| Insertion |
| repetition |
| transposition |
| reversal |

As shown in Table 13, the obtained F-value is 0.40, and the corresponding p-value is 0.87. Based on these results and considering the significance level of α=0.05, the decision is to accept the null hypothesis (Ho). This finding suggests that there is no significant difference in the oral reading performance of Grade VI pupils at Mawigue Elementary School.

**3.3. Proposed Reading intervention program to enhance the oral reading performance of the pupils at Mawigue Elementary School**

**Table 14. Proposed Reading Intervention Program**

|  |  |  |
| --- | --- | --- |
| **Title** | **:** | **ROAR: Reading Optimization for Advanced Results - Empowering Pupils through Enhanced Oral Reading at Mawigue Elementary School** |
| **Rationale** | **:** | The ROAR (Reading Optimization for Advanced Results) program is designed to address the need for an effective reading intervention strategy at Mawigue Elementary School. It recognizes the crucial role of oral reading proficiency in overall reading development and academic success. The program aims to provide targeted support and instruction to enhance students' oral reading skills, which serve as a foundation for comprehension, vocabulary acquisition, and overall reading fluency. By implementing this comprehensive intervention program, Mawigue Elementary School aims to empower pupils with the necessary skills and strategies to become confident, proficient readers. |
| **Objectives** | **:** | 1. Improve Oral Reading Accuracy: The ROAR program seeks to enhance students' ability to read with accuracy by addressing issues such as mispronunciation, omissions, substitutions, and reversals. Through systematic instruction and practice, students will develop better phonetic decoding skills, leading to improved word recognition and overall reading accuracy. 2. Enhance Reading Fluency: The program aims to boost students' reading fluency by increasing their reading rate, expression, and phrasing. Students will engage in repeated reading activities, guided practice, and modeling to develop a smooth and expressive reading style that reflects comprehension and natural language patterns. 3. Expand Vocabulary and Comprehension: The ROAR program recognizes the critical role of vocabulary development and comprehension in effective oral reading. Students will be exposed to a variety of texts and explicitly taught strategies to improve word meaning inference, context clues utilization, and comprehension monitoring. By expanding their vocabulary and comprehension skills, students will enhance their overall reading comprehension and oral reading performance. 4. Foster Independent Reading: An essential objective of the program is to cultivate a love for reading and independent reading habits among students. Through dedicated time for independent reading, access to a diverse range of reading materials, and opportunities for personal choice, students will develop a lifelong passion for reading and build their reading stamina. 5. Monitor Progress and Individualize Instruction: The ROAR program emphasizes the importance of ongoing progress monitoring and data-driven instruction. Regular assessments will be conducted to identify students' strengths, weaknesses, and individual learning needs. Based on the assessment results, instruction will be tailored to target specific areas of improvement, ensuring that each student receives personalized support. |
| **Persons involved** | **:** | ***Pupils:*** The primary participants are the pupils themselves, who will be receiving the reading intervention. The program targets pupils from Grade III to Grade VI.  ***Teachers:*** Teachers will play a crucial role in implementing the ROAR program. They will deliver instruction, provide guidance, and facilitate activities to support the pupils' reading development.  ***Reading Specialists:*** Reading specialists or literacy coaches may be involved in the program to provide additional expertise and support to both pupils and teachers. They can offer professional development, resources, and individualized assistance as needed.  ***School Administrators:*** School administrators, such as the principal, play a supervisory role in overseeing the implementation of the ROAR program. They provide support, allocate resources, and ensure program alignment with school goals.  ***Support Staff:*** Additional support staff, such as teaching assistants or volunteers, may be involved in the program to assist with small-group instruction, one-on-one support, or other related tasks.  ***Parents or Guardians:*** The active involvement of parents or guardians is crucial for the success of the intervention program. They can support their children's reading practice at home, reinforce program strategies, and collaborate with teachers to monitor progress. |
| **Program Components** | **:** | ***Phonics Instruction:***  Teach phonemic awareness and phonics skills through explicit and systematic instruction.  Use a structured phonics program that progresses from basic to complex phonics patterns.  Provide ample practice opportunities with phonics activities, word sorts, and decoding exercises.  ***Sight Word Recognition:***  Introduce high-frequency sight words and provide regular practice to enhance recognition and automaticity.  Use flashcards, word games, and interactive activities to reinforce sight word learning.  Encourage the use of sight words in reading and writing activities.  ***Vocabulary Development:***  Teach new words through explicit instruction, context clues, and word analysis strategies.  Engage students in meaningful vocabulary activities, such as word mapping, word journals, and word associations.  Provide exposure to a wide range of texts and encourage students to use new vocabulary in discussions and writing.  ***Reading Fluency Practice:***  Incorporate repeated reading activities where students practice reading passages or texts at their instructional level.  Focus on accuracy, speed, and expression to improve fluency.  Use audio recordings, modeled reading, and partner reading to support fluency development.  ***Comprehension Strategies:***  Teach and model comprehension strategies such as predicting, questioning, visualizing, and summarizing.  Provide explicit instruction on how to monitor comprehension and make connections between text and prior knowledge.  Engage students in discussions, think-alouds, and guided practice to apply comprehension strategies.  ***Guided Reading:***  Conduct small group or one-on-one guided reading sessions based on students' instructional levels.  Provide targeted instruction, scaffolded support, and opportunities for guided practice with challenging texts.  Focus on specific reading skills and strategies that individual students need to develop.  ***Independent Reading:***  Allocate dedicated time for independent reading where students can choose books at their reading level and personal interests.  Create a print-rich and inviting classroom library with a variety of genres and reading materials.  Encourage students to set reading goals, maintain reading logs, and share book recommendations with peers.  ***Progress Monitoring:***  Regularly assess students' reading skills using formative and summative assessments.  Use benchmark assessments to determine students' reading levels, monitor progress, and identify areas of growth.  Adjust instruction and intervention strategies based on individual student needs.  ***Collaboration and Professional Development:***  Foster collaboration among teachers to share best practices, resources, and student data to inform instruction.  Provide professional development opportunities on effective reading instruction, assessment, and intervention strategies.  Encourage ongoing reflection and continuous improvement through professional learning communities. |
| **Suggested Schedule of Activities** | **:** | ***Week 1:***   * Conduct pre-assessment to identify students' baseline oral reading skills and individual needs. * Introduce the ROAR program to students, explaining its purpose and benefits. * Establish program expectations and create a positive and engaging reading environment.   ***Week 2-3:***   * Focus on building foundational skills: Phonics, phonemic awareness, and decoding. * Implement daily small-group instruction targeting specific skill areas based on assessment results. * Provide explicit instruction and practice in accurate word pronunciation, addressing mispronunciation and reversals. * Utilize multisensory activities and resources to reinforce phonetic skills.   ***Week 4-5:***   * Shift focus to reading fluency and expression. * Engage students in repeated reading exercises to improve reading rate, phrasing, and intonation. * Incorporate partner reading activities for peer feedback and support. * Use leveled reading materials to match students' proficiency levels and encourage independent practice.   ***Week 6-7:***   * Concentrate on vocabulary development and comprehension strategies. * Introduce word meaning inference techniques, context clues utilization, and comprehension monitoring. * Provide opportunities for explicit vocabulary instruction using context-rich texts. * Engage students in discussions and activities that promote deeper understanding of the text.   ***Week 8-9:***   * Emphasize independent reading and individualized support. * Allocate regular time for independent reading, allowing students to explore their interests. * Conduct ongoing progress monitoring assessments to track individual growth. * Provide differentiated instruction based on students' specific needs and adjust interventions accordingly.   ***Week 10-12:***   * Consolidate skills and monitor progress. * Review and reinforce previously taught concepts. * Conduct mid-point assessments to measure progress and identify areas for further improvement. * Offer targeted intervention for struggling students, including additional practice and one-on-one support.   ***Week 13-14:***   * Promote reading engagement and application of skills. * Organize reading-related activities, such as book discussions, author visits, or reading challenges. * Encourage students to reflect on their growth and set personal reading goals. * Celebrate achievements and provide positive reinforcement for effort and progress.   ***Week 15:***   * Conduct post-assessment to evaluate the effectiveness of the ROAR program. * Analyze data to determine overall program impact and individual student growth. * Provide feedback to students and celebrate their accomplishments.   ***Beyond Week 15:***   * Establish sustainable practices for ongoing support and development of oral reading skills. * Continue to provide access to a variety of reading materials and foster a culture of reading. * Encourage students to participate in extracurricular reading activities, such as book clubs or community reading programs. * Regularly evaluate and refine the ROAR program based on feedback and outcomes. |

4. Conclusion

Based on the results, it can be concluded that majority of the pupils demonstrated frustration levels in mispronunciation, omission, substitution, insertion, repetition, transposition, and reversal. Moreover, a reading remediation program called ROAR is being proposed to improve the oral reading performance of the pupils in Mawigue Elementary School.

**DISCLAIMER (ARTIFICIAL INTELLIGENCE)**

I acknowledge that I have not used ChatGPT or Copilot for refining some of the sections in the document.

Consent (WHEREVER applicable)

I affirm that the respondents voluntarily agreed to participate after being fully informed about the purpose, nature, and potential implications of the study. Their responses have been collected with utmost respect for their privacy and confidentiality, in accordance with ethical research guidelines.

Ethical approval (WHEREVER applicable)

The study was conducted with approval and in accordance with the standards of the college. No ethical approval was required, as the research followed all applicable ethical guidelines, ensuring respect for the respondents' privacy and confidentiality

COMPETING INTERESTS

Authors have declared that they have no known competing financial interests OR non-financial interests OR personal relationships that could have appeared to influence the work reported in this paper.

**COMPETING INTERESTS DISCLAIMER:**

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