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## IRRA: INTERACTIVE READING REMEDIATION ACTIVITIES THROUGH THE USE OF TABLET TO IMPROVE READING PROFICIENCY OF GRADE ONE PUPILS OF WAWA ELEMENTARY SCHOOL

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### ABSTRACT

Comprehensive Rapid Literacy Assessment was conceived in response to the transition that learners experienced due to the pandemic. CRLA results showed that most of the learners at the beginning of the school year are not grade ready. Teachers are now in search of appropriate interventions or strategies to mitigate the learning declines and enhance reading proficiency. This study aimed to improve the level of reading proficiency of grade one pupils through interactive reading remediation activities using a tablet. A Quasi-experimental design method (Pre-test and post-test design) is utilized in this study. Twenty-two Grade one pupils categorized as full refreshers were selected and attended the remedial classes. At the end of the 8-week remediation, a post-test is administered using the Comprehensive Rapid Literacy Assessment (CRLA) tool to identify and compare the level of reading proficiency of learners. Based on the data gathered, learners' reading proficiency has increased after consistently subjecting them to interactive reading remediation activities. It was also observed that the use of a tablet in engaging learners in interactive activities is a significant tool to acquire reading competency. Based on these findings Interactive Reading Remediation Activities through the use of the tablet is a significant strategy in improving the reading proficiency of grade one pupils in Wawa Elementary School.

**Key Concepts:** Learning Outcome, Interactive Reading Activities, Reading Proficiency

### INTRODUCTION

Reading is a lifelong skill to be used both at school and throughout life. It has been proven that children who read better, perform better in school. Teaching basic reading skills to grade 1 pupils is challenging, for no two pupil learn to read in the same way at the same phase. Struggling readers most likely find it difficult to catch-up in a normal teaching method, therefore, unskilled readers must be given opportunities to improve.

Since the beginning of 2020, the COVID-19 pandemic had a great impact on the learning development of learners. The transition from face-to-face instruction in school to online instruction because of the COVID-19 restrictions led to less time for formal school-based instruction (Reimers and Schleicher, 2020). Comprehensive Rapid Literacy Assessment was conceived in response to the transition that learners experienced due to the pandemic. This reading assessment is designed to help teachers determine the reading profiles of learners and develop appropriate reading instructional strategies.

Based on the pre-test result of the Comprehensive Rapid Literacy Assessment of grade 1 pupils of Wawa Elementary School, the descriptor shows that 79% of learners are full refreshers, .02% are moderate refreshers, .07% are light refreshers, and only 11% are Grade Ready. This data shows that most of the learners at the beginning of the school year are not grade ready. Having the desire to improve the level of reading proficiency of grade one pupils, researchers believe that an effective interactive reading remediation activity gadget should be used to engage struggling readers. This study was created to identify the challenges and bridge the gaps in teaching basic reading skills.

### STATEMENT OF THE PROBLEM

This research aimed to improve the reading proficiency of selected Grade 1 pupils through interactive reading remediation using tablets at Wawa Elementary from December 2022 to the 1<sup>st</sup> week of January 2023 of the school year 2022 – 2023.

Specifically, this study sought to answer the following:

1. How can the use of interactive reading intervention activity help in improving reading proficiency of grade one pupils in Wawa Elementary school?
2. How can reading remediation activity using tablets affect learners' participation?

### METHODOLOGY

Participants for this study were 22 Grade One pupils with a reading proficiency descriptor of Full Refresher in Comprehensive Rapid Literacy Assessment. Pupils attended the remedial class for 8 weeks. During the remedial class, teachers guided and engaged the learners in various interactive reading activities which they actively perform using a tablet. A Quasi- Experimental design (Pre-test and Post-test design) method was utilized in this study. Pre-test and post-test scores of pupils were used to identify and compare the level of reading proficiency of the learners.

### RESULTS AND DISCUSSIONS

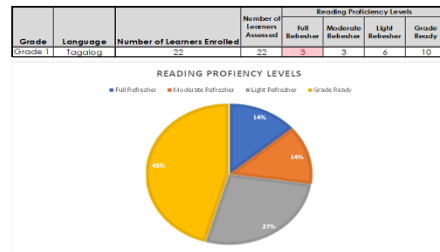
Grade	Section	Teacher	Language	Number of Learners Enrolled	Number of Learners Assessed	Reading Proficiency Levels				Status
						Full Refresher	Moderate Refresher	Light Refresher	Grade Ready	
Grade 1	MATAPIT	CAROL GRACE G. RICACHO	Tagalog	22	22	18	2	2	0	Grade 1 validated
Grade 1	MADALAJUD	ELSA C. BELMONTTE	Tagalog	22	22	2	2	18	0	Grade 1 validated
Grade 1	MASIPAG	ARLYN H. GARCIA	Tagalog	22	22	24	0	1	0	Grade 1 validated

Grade	Language	Number of Learners Enrolled	Number of Learners Assessed	Reading Proficiency Levels			
				Full Refresher	Moderate Refresher	Light Refresher	Grade Ready
Grade 1	Tagalog	67	65	2	6	10	



POST TEST (2% of FB Students)

Grade	Section	Teacher	Language	Number of Learners Enrolled	Number of Learners Assessed	Reading Proficiency Levels				Status
						Full Refresher	Moderate Refresher	Light Refresher	Grade Ready	
Grade 1	MATAPIT	CAROL GRACE G. RICACHO	Tagalog	22	22	8	1	2	3	
Grade 1	MADALAJUD	ELSA C. BELMONTTE	Tagalog	22	22	7	1	1	3	
Grade 1	MASIPAG	ARLYN H. GARCIA	Tagalog	22	22	7	1	0	4	



The table summarizes the comparative analysis of the test results. Based on the post-test result of the Comprehensive Literacy Assessment 45% of the learners who attended the remedial class are now Grade ready, 27% are light refreshers, 14% are moderate refreshers and 14% are still categorized as full refreshers. This concludes that the reading proficiency of learners has increased after consistently subjecting them to interactive reading activities using a tablet. In addition, it is also observed that the use of the tablet in engaging learners in interactive reading activities is a significant tool to improve reading proficiency.

### CONCLUSION

Interactive Reading Remediation Activities made using a tablet are effective in engaging and stimulating learners' interest. Struggling readers who find it difficult to catch up with a normal teaching method are given opportunities to improve and help them become a reader.

### RECOMMENDATIONS

- Primary teachers are encouraged to craft interactive reading activities and utilize the use of tablet to stimulate learners to active learning.
- The school should provide training and seminar-workshop that would enhance teachers' capacity in crafting appropriate interactive reading activities and utilization of technology in teaching learning process.
- The local government unit should also provide, if possible, free gadgets and accessible and stable internet connection that can be used both by pupils and teachers.

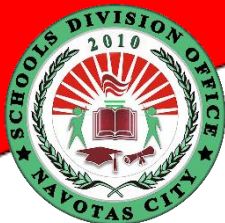
### REFLECTION

The return of face-to-face instruction in school provides opportunities as well as challenges to bridge the gaps made by the pandemic in learners' reading proficiency. As an educator, it is our responsibility to help struggling readers catch up by developing appropriate reading instructional strategies and activities. As a commitment researchers will continue to develop reading strategies and craft reading activities to support and enhance learners' literacy.

### REFERENCE:

- Effects of the COVID-19 Pandemic on K-12 Education: A Systematic Literature Review <https://files.eric.ed.gov/fulltext/EJ1308731.pdf>  
Comprehensive Rapid Literacy Assessment [CIES Presentation] <https://shared.rti.org/content/comprehensive-rapid-literacy-assessment-cies-presentation>.  
<https://files.eric.ed.gov/fulltext/EJ1219280.pdf>  
Effects of Interactive Book Reading Activities on Improvement of Elementary





Republic of the Philippines  
Department of Education  
National Capital Region

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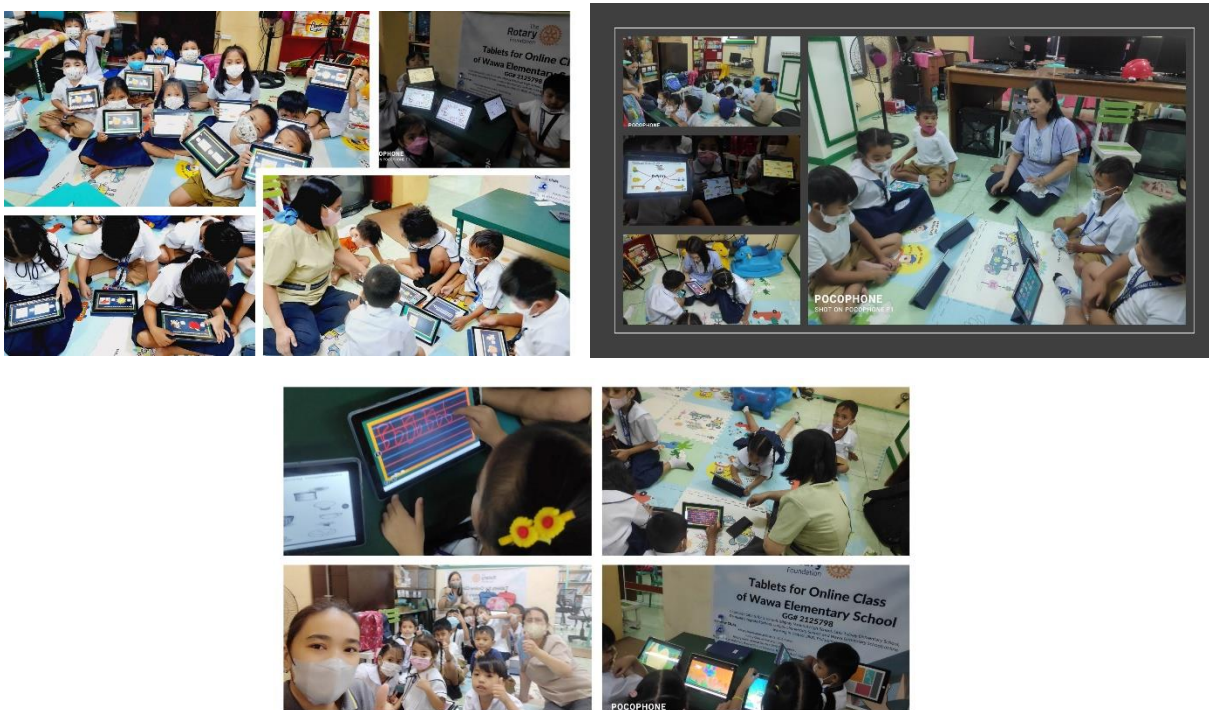
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## Pre-Test



## Remedial Class



## Post-Test



**Submitted:**

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**CAROL GRACE C. RICACHO**  
**ELSA C. BELMONTE**  
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**Approved:**

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**SDO Navotas City, U N O!**