

## Project DANGLA (Developing, Assisting, Nurturing, Guiding Learners Achievement in Reading): A Strategic Program to Reading Remediation

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### Abstract

Reading is the cornerstone of academic success, and the ability to read fluently and accurately is essential for learners to progress across subject areas. This study aimed to improve the oral reading performance of struggling readers at Dangla Integrated School through the implementation of Project DANGLA (Developing, Assisting, Nurturing, Guiding Learners' Achievement in Reading) during S.Y. 2023–2024. Employing a one-group pre-test and post-test design, the study assessed nine struggling readers from Grades II to VI, identified from a total of thirty pupils. Standardized tests based on the Philippine Informal Reading Inventory (Phil-IRI) were utilized, with oral reading performance measured through the frequency of miscues such as mispronunciations, omissions, substitutions, and repetitions. Scores were categorized into frustration, instructional, or independent levels using Phil-IRI criteria. Descriptive statistics and t-tests were applied to determine significant differences in performance before and after the intervention, while thematic analysis identified problems encountered during implementation. Findings revealed that prior to the intervention, most pupils were at the frustration level, with mispronunciation and repetition as the most common miscues. After the implementation of Project DANGLA, pupils demonstrated marked improvement, with many progressing to the instructional level and one achieving independence in reading. Statistical analysis confirmed a significant difference in oral reading performance before and after the intervention, underscoring the program's effectiveness. Despite challenges such as poor scheduling, limited resources, and learner motivation, Project DANGLA proved to be a beneficial remediation program, paving the way for enhanced reading proficiency and improved learning outcomes.

**Keywords:** Project DANGLA; Reading; Remediation; Program

### 1. Introduction

Reading is the true foundation of most learning. Reading is the cornerstone of all academic learning. Learning to read, write, and count is critical for a child's success in school and in life. Furthermore, the acquisition of reading literacy skills is important for every learner because this will help in almost every aspect of our lives (Librea et. al, 2023).

Reading is one of the most crucial core skills that students should learn because, without it, it is difficult to become proficient in other subject areas (Padilla-Lambonao, 2023). If reading competence is not well-founded, the teaching and learning process will be challenging for both teachers and pupils. Reading skill impacts academic performance of the students (Adao et. al, 2023). Early reading plays an important role in acquiring knowledge as it serves as a foundation for the pupils learning abilities in different learning areas. It is a building blocks of other skills that influences learner's confidence, interest and motivation to learn (Hennecke, 2023). Reading comprehension and fluency are highly valued skills essential for social and economic progress (Acedillo, 2023). A person must read in order to completely enjoy life. Because it is thought that reading is where most of the knowledge is obtained, reading is essential for everyone's mental and cultural development (Sabanal, 2023).

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In order to acquire knowledge and enhance new learning skills, reading ability must be developed in pupils. The ability to read is important to the learning of children along with the development of their skills in literacy and dynamic society involvement. Hence, having the skill in reading is considered as a foothold for all academic learnings (Kilag et. al, 2023). The ability to read and comprehend are essential skills for students to survive and understand how society works because most information is presented through text (Suson et. al, 2020). Children's reading abilities enable them to strengthen their communication and language skills, which in turn develops the learners' thoughts and vast information. Furthermore, maintaining frequent independent reading habits allows kids to practice reading abilities that boost confidence and enthusiasm for reading (Alvarez et. al, 2023).

The Department of Education is a key component in the Language Arts and Multiliteracies Curriculum of the K to 12 Enhanced Basic Education. The curriculum ensures that processes and products of learning foster and contribute actively to the achievement of the basic education program goals; competencies are spiraled across the curriculum and year levels; and content includes print and electronic texts that are age, context, and culture appropriate. In a reading curriculum, the teaching/learning activities are designed to ensure the students' ability to engage in an active, purposeful, and functional application of reading knowledge, skills, and strategies in a range of situations for various purposes. Thus, it is essential that schools focus on improving the learners' reading skills and that some programs and interventions be implemented to aid and guide students (Goza, 2023). Relative to this requirement, DepEd has been persistent in introducing various reading programs in all levels of basic education to ensure that every Filipino child learns how to read (Abejuela et. al, 2023). It is a complex process that involves sensation, perception, comprehension, application and integration. It is the process of making and getting meaning from printed words and symbols (Gao, 2023). The learning efficiency depends on the motivation and involvement of students (Estremera & Estremera, 2018).

In the Philippines, one of the problems besetting the educational system is that many Filipino children struggle with reading which is particularly linked to low achievement results especially in the public schools. The low achievement results are further remarked to the poor development of reading skills among the learners. In 2019, the Southeast Asia Primary Learning Metric [SEA-PLM] reported that a percentage of Filipino fifth graders performance exhibited least proficiency in three learning areas: mathematics, writing and reading (Basmayor & Alauya, 2023). DepEd has presented programs to affect the reading needs of learners. It issued DepEd Order No. 45 s. 2002 or Every Child a Reader Program (ECARP) as a national program with a goal that every child will be a reader by the time, they finish grade three. Numerous intervention and remediation programs had been conducted by teachers to address the call of DepEd. However, data showed that most of the learners reaching grades four and above still have difficulties in their reading proficiency level. With this, educational goals failed (Calaycay, 2023).

Brigada Pagbasa is a national reading movement that aspires to unite all education advocates and champions to help all Filipino children improve their reading abilities in the framework of collaboration. Moreover, it is a literacy program that intends to assist DepEd's ongoing enrichment and remediation efforts. It also functions as a social accountability platform that promotes community involvement and accountability by making sure that every community member is aware of their contribution to the education of the learners as embodied in DepEd Memorandum No. 062, s. 2022. This program is made to address the gaps in reading, because it was found out that the overall results of the national assessments of high school learners are still deficient in literacy skills, both in languages and content areas, more so in reading. The DepEd admitted, in the issuance of DM 173, s. 2019, that the actions put in place to improve the reading abilities of the students are still insufficient based on the results of the national assessments for learners (Divinagracia, 2023).

The Division of Apayao implemented the project "PAGBANTAYAM" (Brigada Pagbasa) Volunteer readers and tutors. This program creates continuous engagement and to provide timely and relevant technical assistance to schools as part of the Brigada Eskwela, the Schools Division of Apayao through the collaboration of the Curriculum Implementation Division (CID) and school governance and Operations Division (SGOD). This program aims to solve the problems of every school in the province which is to support teachers and all educators especially the learners who need it, that as much as possible they could level up on their academic performances and schonoling specifically the strugglers from different schools within Apayao (Hutamares, 2023).

In support, the researcher planned to implement Project DANGLA. This is a reading remediation program which aims to level up reading performance in order that all pupils to become good readers. The purpose of this project is to help students to become proficient, active enough, motivated and value the importance of reading. This reading remediation program hopes to unlock reading difficulty of pupils, who find hardship in reading by implementing every day for 30 minutes reading with the researcher. The project will employ combination of printed reading materials, games and flashcards. The researcher is a project implementer and was motivated to conduct the intervention of the school with the hope that struggling readers in each grade level for the third quarter 2023 will become good readers.

### 1.1. Research Question

This study aimed to improve the oral reading performance of struggling readers of Dangla Integrated School (former Dangla Elementary School) through the implementation of Project DANGLA (Developing, Assisting, Nurturing, Guiding Learners Achievement in Reading) as a reading remediation program. Specifically, it was guided by the following questions:

- What is the oral reading performance of the pupils in Dangla Integrated School before the implementation of the Project DANGLA?
- What is the oral reading performance of the pupils in Dangla Integrated School after the implementation of the Project DANGLA?
- Is there a significant difference in the oral reading performance of the pupils in Dangla Integrated School before and after the implementation of Project DANGLA?
- What are the problems encountered in the implementation of Project DANGLA?

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## 2. Methodology

### 2.1. Research Design

The study made used of pre-test, post -test, one group design. It determines the effect of the implementation of Project DANGLA as a reading remediation program on the oral reading performance of struggling readers of Dangla Integrated School for S.Y. 2023-2024.

### 2.2. Locale of the Study

The study was conducted at Dangla Integrated School (former Dangla Elementary School). It is a multigrade school of Kabugao District 2. The school is located at sitio Dangla, Barangay Kumao, Kabugao, Apayao.

### 2.3. Participants of the study

The participants of the study were the identified pupils of Dangla Integrated School from grades II to VI who are having the reading difficulty in English oral reading.

**Table 1** Distribution of participants

| Grade/Section      | Number of pupils | Struggling Readers |
|--------------------|------------------|--------------------|
| Grade 2/Orchid     | 6                | 2                  |
| Grade 3/Star apple | 7                | 2                  |
| Grade 4/Santol     | 3                | 2                  |
| Grade 5/Rambutan   | 5                | 1                  |
| Grade 6/lansones   | 9                | 2                  |
| <b>TOTAL</b>       | <b>30</b>        | <b>9</b>           |

### 2.4. Research Instrument

The researcher made use of standardized test based on the Philippine Informal Reading Inventory (PHIL-IRI). The Pre-Test oral reading performance was based on the types of miscues namely: Mispronunciations, Omission, Substitution, and Repetition. After the implementation of Project DANGLA, the Post-Test was administered to the respondents using reading passages taken from the Philippine Informal Reading Inventory (PHIL-IRI). The performance was based on the number of miscues namely: Mispronunciations, Omission, Substitution, and Repetition. The researcher recorded by listening and counting the miscues namely: Mispronunciations, Omission, Substitution, and Repetition on the given passages. Problems encountered in the implementation of Project DANGLA was obtained from interview with the pupils.

## 2.5. Statistical Analysis

Descriptive statistics like mean, and standard deviation was computed on the performance of the pupils in the Pre-Test and Post-Test using the scoring sheet from Phil –IRI:

**Table 2** Scoring sheet from Phil –IRI

| No. | Types of Miscues (Uri ng Mali) | Total Number of Miscues |
|-----|--------------------------------|-------------------------|
| 1   | Mispronunciation               |                         |
| 2   | Omission                       |                         |
| 3   | Substitution                   |                         |
| 4   | Repetition                     |                         |
|     | Total Miscues                  |                         |
|     | Number of Words in the Passage |                         |
|     | Oral Reading Score             |                         |
|     | Reading Level                  |                         |

**Table 3** Computation of the oral reading score per passage

|  |
|--|
| Reading Score: <u>the number of words – number of miscues</u> X100 |
| No. of words   |
| No. of words in the passage: 65                                    |

Computation of the oral reading score involves counting the number of miscues during oral reading. Each miscue carries equal weight, regardless of whether it affects the meaning of the passage or not. A sample computation of miscues is based on Phil. IRI. For the analysis and interpretation of reading level, the Phil-IRI reading criteria was used presented below:

**Table 4** Phil-IRI reading criteria

| Oral Reading Level | Word Reading Score (in %) |
|--------------------|---------------------------|
| Independent        | 97-100%                   |
| Instructional      | 90-96%                    |
| Frustration        | 89% and Below             |

T-tests was employed in the significant difference of the performance in reading before and after the reading remediations. Thematic analysis was be employed on the problems on the implementation of Project DANGLA.

### 3. Results and discussion

**Table 5** Frequency and Percentage Distribution of Pupils' Oral reading performance in Dangla Integrated School before the implementation of Project DANGLA

| Grade Level | Oral Reading Level |        |               |       |             |      |
|-------------|--------------------|--------|---------------|-------|-------------|------|
|             | Frustration        |        | Instructional |       | Independent |      |
|             | f                  | %      | f             | %     | f           | %    |
| Grade II    | 2                  | 100.00 | 0             | 0.00  | 0           | 0.00 |
| Grade III   | 2                  | 100.00 | 0             | 0.00  | 0           | 0.00 |
| Grade IV    | 2                  | 100.00 | 0             | 0.00  | 0           | 0.00 |
| Grade V     | 1                  | 100.00 | 0             | 0.00  | 0           | 0.00 |
| Grade VI    | 1                  | 50.00  | 1             | 50.00 | 0           | 0.00 |
| TOTAL       | 8                  |        | 1             |       |             |      |

The data in Table 5 reveals that before the implementation of Project DANGLA, almost all pupils across grade levels in Dangla Integrated School were at the frustration level in oral reading, with only one Grade VI pupil reaching the instructional level and none attaining independence. This indicates a pervasive struggle in reading proficiency, highlighting the urgent need for intervention.

Such findings align with the critical analysis of Abril et. al, (2022), which emphasized that Phil-IRI results often expose widespread reading difficulties among Filipino learners and serve as a diagnostic basis for designing targeted remediation programs. In both contexts, the assessment tools, Phil-IRI nationally and Project DANGLA locally, function as mechanisms to identify struggling readers and guide educators in implementing differentiated interventions. Thus, the pre-intervention results in Dangla Integrated School reinforce the broader conclusion of Abril et al. (2022) that systematic reading assessments are essential in shaping effective remediation strategies to address the persistent problem of reading proficiency among learners in the Philippines.

**Table 6** Mean Oral reading performance of the pupils in Dangla Integrated School before the implementation of Project DANGLA.

| Grade Level | N | X     | DI            |
|-------------|---|-------|---------------|
| Grade II    | 2 | 84.20 | Frustration   |
| Grade III   | 2 | 87.35 | Frustration   |
| Grade IV    | 2 | 84.40 | Frustration   |
| Grade V     | 1 | 82.80 | Frustration   |
| Grade VI    | 2 | 90.00 | Instructional |

The results in Table 6 show that before the implementation of Project DANGLA, pupils from Grades II to V consistently fell within the frustration level of oral reading performance, with mean scores ranging from 82.80 to 87.35, while only Grade VI pupils reached the instructional level with a mean score of 90.00. This pattern highlights the pervasive reading difficulties among younger learners, who struggle to decode and comprehend texts effectively, thereby requiring targeted intervention.

These findings resonate with the study of Rivera & Aggabao (2020), which revealed that Grade 5 pupils in English also experienced significant reading challenges, particularly in vocabulary, pronunciation, and comprehension, leading to poor performance in oral reading tasks. Both studies underscore the reality that reading difficulties are not isolated but widespread across grade levels, and they emphasize the importance of structured remediation programs like Project DANGLA to address these persistent struggles and support learners in progressing from frustration to instructional reading levels.

**Table 7** Summary of Miscues of pupils during the Pre-Test

| Grade Level | Mispronunciation        |   | Omission                |  | Substitution            |   | Repetition              |  |
|-------------|-------------------------|---|-------------------------|--|-------------------------|---|-------------------------|--|
|             | Number of miscues Words | Miscues Words   | Number of miscues Words | Miscues Words                                  | Number of miscues Words | Miscues Words                               | Number of miscues Words | Miscues Words  |
| Grade II    | 4                       | You, We, Not, but   | 3                       | Goes, Come, you                                | 5                       | Store, Come, Milk, Have, look               | 3                       | School, Watch, have  |
| Grade III   | 1                       | ask   | 4                       | Looking, Like, Bumps, Must                     | 3                       | Rain, Play, House, looking                  | 6                       | Window, Runs, End, Like, Rain, bumps                       |
| Grade IV    | 6                       | Kitchen, Mother, Grew, Some, Answer, Watered,                       | 5                       | Enough, Came, School, Sprouting, Young         | 4                       | Leaves, Wooden, Three, grew                 | 5                       | School, Experiment, Happy, Young, kitchen                  |
| Grade V     | 2                       | Lecture Everybody   | 5                       | Professor People, Arrived, Somebody, situation | 5                       | University Heard Speech Excellent applauded | 4                       | Driver Times Introduced question                           |
| Grade VI    | 8                       | Environment Flying Chewing Burrowing Bodies Almost Beautiful deadly | 5                       | Burrowing Survive Designed Poisonous Chewing   | 3                       | Tough Places cloth                          | 7                       | Crawling Swimming Bodies Beautiful Leaves Deadly poisonous |

The results in Table 7 reveal that pupils across grade levels committed various types of miscues during the pre-test, with mispronunciation, omission, substitution, and repetition being the most frequent. For instance, Grade II pupils struggled with basic words such as *you* and *we*, while higher grade levels like Grade VI encountered difficulties with more complex vocabulary such as *environment* and *poisonous*. These patterns indicate that reading challenges persist across developmental stages, with younger learners struggling with foundational words and older learners facing difficulties in decoding and comprehending more advanced texts.

This finding resonates with Slavin et. al, (2008) synthesis of effective reading programs, which emphasized that systematic, evidence-based interventions are crucial in addressing diverse reading difficulties across grade levels. Their study highlighted that successful programs integrate explicit instruction, guided practice, and targeted remediation to reduce miscues and enhance fluency. Similarly, the prevalence of miscues in Dangla Integrated School underscores the

need for structured interventions like Project DANGLA, which align with best-evidence practices by providing differentiated support to help learners overcome persistent oral reading challenges and progress toward proficiency.

**Table 8** Frequency and Percentage Distribution of Pupils' Oral reading performance in Dangla Integrated School after the implementation of Project DANGLA

| Grade Level | Oral Reading Level |   |               |        |             |        |
|-------------|--------------------|---|---------------|--------|-------------|--------|
|             | Frustration        |   | Instructional |        | Independent |        |
|             | f                  | % | f             | %      | f           | %      |
| Grade II    | 0                  | 0 | 2             | 100.00 | 0           | 0.00   |
| Grade III   | 0                  | 0 | 1             | 50.00  | 1           | 50.00  |
| Grade IV    | 0                  | 0 | 2             | 100.00 | 0           | 0.00   |
| Grade V     | 0                  | 0 | 0             |        | 1           | 100.00 |
| Grade VI    | 0                  | 0 | 2             | 100.00 |             |        |

The results in Table 8 demonstrate that after the implementation of Project DANGLA, none of the pupils remained at the frustration level, with all learners progressing to either the instructional or independent reading levels. Specifically, Grade II and Grade IV pupils achieved 100% instructional performance, Grade III pupils were evenly split between instructional and independent levels, Grade V pupils reached full independence, and Grade VI pupils attained 100% instructional proficiency. This marked improvement highlights the effectiveness of Project DANGLA in transforming struggling readers into more confident and capable learners.

These findings parallel the study of Gutierrez (2020), which showed that consistent monitoring and validation of reading assessments significantly improved the reading performance of Grades 1 and 2 pupils in Bantigue Elementary School. Both studies underscore the importance of sustained intervention and systematic assessment in enhancing reading skills, demonstrating that structured programs like Project DANGLA, coupled with regular evaluation, can successfully elevate learners from frustration to higher levels of reading proficiency.

**Table 9** Mean Oral reading performance of the pupils in Dangla Integrated School after the implementation of Project DANGLA

| Grade Level | N | X     | DI            |
|-------------|---|-------|---------------|
| Grade II    | 2 | 93.10 | Instructional |
| Grade III   | 2 | 94.20 | Instructional |
| Grade IV    | 2 | 93.75 | Instructional |
| Grade V     | 1 | 97.00 | Independent   |
| Grade VI    | 2 | 94.67 | Instructional |

Table 9 shows that after the implementation of Project DANGLA, pupils' mean oral reading performance significantly improved, with Grades II, III, IV, and VI reaching the *instructional* level (mean scores ranging from 93.10 to 94.67), while Grade V achieved the *independent* level with a mean score of 97.00. This upward shift from frustration to instructional and independent levels demonstrates the effectiveness of Project DANGLA in enhancing reading proficiency.

Such findings align with Peng et al. (2024), who emphasized in their meta-analysis that structured reading comprehension interventions substantially improve struggling readers' fluency and comprehension outcomes when evidence-based strategies are consistently applied. Both studies highlight the importance of targeted remediation programs in transforming learners' reading abilities and ensuring sustainable literacy growth.

**Table 10** Summary of Miscues during the Post-Test

| Grade Level | Mispronunciation  |  | Omission          |                     | Substitution      |                     | Repetition        |                                 |
|-------------|-------------------|--|-------------------|---------------------|-------------------|---------------------|-------------------|---------------------------------|
|             | Number of miscues | Miscues Words  | Number of miscues | Miscues Words       | Number of miscues | Miscues Words       | Number of miscues | Miscues Words                   |
| Grade II    | 3                 | Come, ask, here  | 2                 | Looked, school      | 1                 | asked               | 3                 | School, watch, looked           |
| Grade III   | 3                 | Cannot, welcome, thank   | 1                 | peddler             | 3                 | Please, said, thank | 0                 |                                 |
| Grade IV    | 3                 | Saturday, always, tomatoes   | 2                 | Saturday vegetables | 2                 | Guess father        | 3                 | Vegetables, Something, whenever |
| Grade V     | 2                 | Young, heavens   | 0                 |                     | 0                 |                     | 1                 | learned                         |
| Grade VI    | 8                 | Hour, Creature, Tornado, Minute, Almost, Hydroplane, Earth, anything | 0                 |                     | 2                 | Inches while        | 3                 | Science, Discover, chimney      |

The results in Table 10 reveal that after the implementation of Project DANGLA, pupils still exhibited miscues such as mispronunciation, omission, substitution, and repetition, though at reduced frequencies compared to the pre-test. For instance, Grade II pupils committed only three mispronunciations and two omissions, while Grade V showed minimal errors, and Grade VI, despite recording more mispronunciations, demonstrated fewer omissions and substitutions. This indicates that while the program significantly improved overall oral reading performance, residual difficulties in word recognition and fluency remain, particularly with complex vocabulary.

These findings resonate with Mohammed & Amponsah (2018) study, which identified predominant factors contributing to low reading abilities among Ghanaian pupils, such as limited exposure to print, inadequate instructional support, and weak phonological awareness. Both contexts highlight that reading miscues are often rooted in foundational skill gaps and environmental factors, and that sustained, structured interventions like Project DANGLA are essential to gradually reduce these errors and strengthen learners' reading proficiency.

**Table 11** Test significant difference in the oral reading performance of the pupils in Dangla Integrated School before and after the implementation of Project DANGLA

| Oral Reading  | N | Mean  | DI            | t     | df | p       | Decision at $\alpha = 0.05$ |
|---------------|---|-------|---------------|-------|----|---------|-----------------------------|
| Before DANGLA | 9 | 85.89 | Frustration   | 7.254 | 8  | 0.00009 | Reject Ho                   |
| After DANGLA  | 9 | 94.08 | Instructional |       |    |         |                             |

The results in Table 11 reveal a statistically significant difference in the oral reading performance of pupils before and after the implementation of Project DANGLA. Prior to the intervention, the mean score of 85.89 placed learners at the



frustration level, while after the program, the mean increased to 94.08, elevating them to the instructional level. The computed  $t$ -value of 7.254 with a  $p$ -value of 0.00009, which is far below the 0.05 significance threshold, led to the rejection of the null hypothesis, confirming that Project DANGLA had a positive impact on pupils' reading proficiency.

This finding resonates with the study of Mohammed & Amponsah (2018), who identified that low reading abilities among pupils are often influenced by inadequate instructional support and limited exposure to effective interventions. Just as their research emphasized the importance of structured programs to address persistent reading challenges, the significant improvement observed in Dangla Integrated School demonstrates that targeted remediation strategies like Project DANGLA can successfully transform struggling readers into instructional-level performers.

**Table 12** Problems encountered in the implementation of Project DANGLA.

| Problems                                | f | Rank |
|---|---|------|
| 1.Poor Schedule                         | 7 | 1    |
| 2.Lack of Interactive reading materials | 1 | 7    |
| 3.Limited Books/reading materials       | 2 | 6    |
| 4.Lack of focus/interest                | 6 | 2    |
| 5.Health/Nutrition                      | 4 | 4    |
| 6.Lack of memory                        | 5 | 3    |
| 7.Poor vocabulary                       | 3 | 5    |

The results in Table 12 highlight several challenges encountered during the implementation of Project DANGLA, with poor scheduling ranked as the most pressing issue, followed closely by lack of focus or interest among pupils, memory difficulties, and health or nutrition concerns. Other problems such as poor vocabulary, limited books, and lack of interactive reading materials also contributed to hindering the program's effectiveness, though to a lesser extent. These findings suggest that while Project DANGLA provided structured remediation, external factors such as time management, learner engagement, and resource availability significantly influenced outcomes.

This aligns with the study of Guthrie & Wigfield (2000), who emphasized that motivation, access to varied reading materials, and supportive learning environments are critical in fostering reading development; without these, even well-designed interventions may face limitations.

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#### 4. Conclusion

Based on the findings, it can be concluded that prior to the intervention, almost all pupils across grade levels were at the frustration level in reading, with only slight improvement observed during the posttest, where mispronunciation and repetition emerged as the most common miscues affecting oral reading performance. The implementation of Project DANGLA, however, significantly improved pupils' reading abilities, helping many transitions from frustrated readers to instructional readers, thereby demonstrating its effectiveness as a beneficial program for enhancing oral reading skills. Moreover, the results revealed a significant difference in the oral reading performance of struggling readers before and after the intervention, indicating that despite initial difficulties, exposure to differentiated reading materials and targeted strategies through Project DANGLA paved the way for improved learning outcomes and strengthened reading proficiency.

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#### Compliance with ethical standards

##### *Acknowledgments*

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

### *Disclosure of conflict of interest*

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.

### *Statement of ethical approval*

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

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