

Project Supplemental Reading Material with Audio and Various Activities in Enhancing Reading Skills (Savers): A Reading Intervention for Struggling Readers

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Abstract. *Project SAVERS (Supplemental reading material with Audio and Various activities in Enhancing Reading Skills) is a reading intervention designed for non-readers and struggling readers for 12-week monitoring of the learners reading level via google meet. This study aimed to determine the effects of Project SAVERS on Grade two struggling learners of Southville 5A Elementary School for the SY 2021-2022.*

A descriptive design was conducted in determining the effects of project SAVERS for the Grade Two learners. The thirty Grade Two non-readers and struggling readers were chosen purposively under Modular Distance learning (MDL). The instrument used to get the answer in this study is the printed reading material. All the data were summarized in tabular form and subjected to statistical analysis using the frequency and percentage distribution and weighted mean.

The findings of the study showed that the researcher proved that project SAVERS was effective to improve the word recognition of the learners and their reading comprehension. There was an increase of 44% during the pretest and post-test after 12 weeks of reading monitoring. There was also a big improvement on the performance of the pupils in English Quarter 3 and 4 in their Learning module outputs.

Therefore, project SAVERS was effective in reading remediation to improve pupils' performance. The more one has practiced, the more likely is one to comprehend what one has reading.

The study recommends that teachers could use project SAVERS as a reading intervention. Teachers and researchers could use this method as a basis for future studies for more insights on instruction that use repetition of words and similar studies may be conducted to wider scope using different population in diverse schools for better generalizability of the strategy.

For future research involving parent involvement, it would be beneficial to find out to what extent can parents contribute to adapting project SAVERS in teaching their children at home.

Key words: *Project SAVERS, reading comprehension, word recognition.*

INTRODUCTION

Reading is the most basic but also one of the most essential skills a person can learn. It provides the foundation for communication, learning, and personal development. Literacy allows individuals to access information, acquire knowledge, and participate effectively in society. Reading development often begins at home, where parents or guardians introduce children to language, stories, and printed materials. Some children even develop early reading skills before entering formal schooling,

highlighting the critical role of early exposure to books and print in shaping literacy (National Reading Panel, 2000).

Reading literacy is not only a core objective of elementary education but also a gateway for success across all subjects. Learners who develop strong reading skills are better able to understand and engage with mathematics, science, social studies, and language arts. On the other hand, children who struggle with word recognition, phonemic awareness, or comprehension often face barriers in academic achievement. Without timely support, these difficulties can widen the achievement gap and negatively affect learners' confidence and motivation to learn (Snow, Burns, & Griffin, 1998).

The COVID-19 pandemic brought unprecedented challenges to education worldwide. Traditional face-to-face instruction, crucial for reading interventions and individualized support, was severely limited due to health and safety restrictions. As a result, many learners experienced disruptions in literacy development, particularly those who were already struggling readers. In the Philippine setting, reading ability and comprehension in English remain persistent challenges, particularly in remote and modular learning contexts. Learners often encounter difficulties understanding instructions, completing learning modules independently, and applying literacy skills to academic tasks.

To address these challenges, the Philippine Department of Education issued DepEd Order No. 12, s. 2020, adopting the Basic Education Learning Continuity Plan (BE-LCP) to ensure learning continuity during the COVID-19 public health emergency. This plan implemented curriculum adjustments, flexible learning modalities, and strategies to support learners' engagement and comprehension. Additionally, DepEd Memo No. 45, s. 2002, through the Reading Literacy Program, emphasizes that every child should become a successful reader by the end of Grade III under the "Every Child a Reader" initiative. These policies highlight the importance of structured reading programs and early intervention strategies to ensure equitable learning opportunities for all learners (DepEd, 2002; DepEd, 2020).

At the local level, the Division of Biñan has implemented programs such as Project IRISH (Intensifying Reading Intervention in School and Household) and Project CHARM (Class at Home Adaptation on Readers' Modality) to enhance learners' reading abilities. These initiatives aim to provide systematic support to learners, particularly those at risk of falling behind, ensuring that they achieve the expected literacy benchmarks before moving to the next grade level. Despite these programs, the PHILIRI pretest results conducted at Southville 5A Elementary School in November 2021 revealed that among Grade Two learners, 12 were non-readers and 142 were frustration-level readers. This highlights the persistent challenge of supporting struggling readers in a modular learning setup, where learners often rely on parental guidance and self-directed practice.

Project SAVERS (Supplemental Reading Material with Audio and Various Activities in Enhancing Reading Skills) was conceptualized to address these challenges. It provides a structured reading intervention that integrates printed reading materials, audio guidance, and interactive activities. The program aims to improve learners' word recognition, reading fluency, and comprehension skills, while also promoting engagement and confidence in reading. By combining multisensory learning strategies with guided practice and regular monitoring, Project SAVERS supports learners in developing foundational literacy skills even in remote learning environments.

Moreover, research indicates that early reading interventions using multisensory and audio-supported strategies can significantly improve reading outcomes for struggling learners (Ehri, 2005; Rasinski & Padak, 2005). By incorporating repetition, sight word recognition, and audio-assisted practice, learners are more likely to internalize vocabulary, strengthen decoding skills, and enhance comprehension. The integration of technology, such as pre-recorded audio and online monitoring, provides additional scaffolding that allows teachers and parents to track progress and reinforce learning effectively.

In summary, Project SAVERS is designed to respond to the urgent need for accessible, engaging, and effective reading interventions during periods when traditional face-to-face instruction is limited. By addressing the gaps in word recognition and comprehension among Grade Two learners at Southville

5A Elementary School, the program aims to support literacy development, improve learning outcomes, and foster a love for reading that will benefit learners throughout their academic journey.

METHODOLOGY

The study focused on the reading intervention that is conceptualized to help nonreaders and struggling readers read in the absence of a teacher at home in Southville 5A Elementary School.

To gather the pertinent data and to attain the objectives of the study, the researcher utilized diverse participants in Southville 5A Elementary School. The participants of the study were selected purposively. Since the school have pre- identified non-readers and struggling readers enrolled in the school year 2021-2022 under Modular Distance Learning (MDL).

During the utilization of the study, learners used the Project SAVERS reading material guided by the pre-recorded audio. With the guidance of parents, learners followed the instruction given by the recorded voice. They will listen, repeat, and sight the word until they pronounce the word properly and move to the next page. The researcher conducted 12 sessions by calling them individually using online applications (Google meet or Facebook video call) to know their progress of the learners. The monitoring tool that the researcher used was the FLAT-Functional Literacy Assessment Tool which assesses the highest level of reading in children.

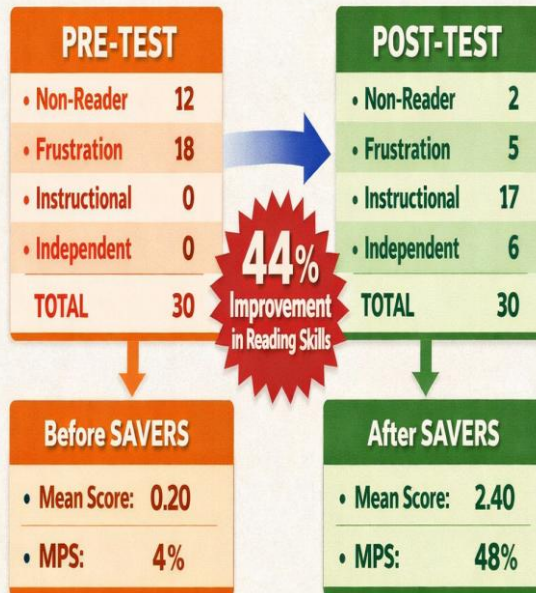
The researcher provided some reward system such as giving school supplies or praising the learners such us saying very good, good job during weekly monitoring.

After the 12-week monitoring, the researcher conducted a post-test using the PHIL-IRI Grade Two-Set D passage. It was distributed during the retrieval schedule. The results were analyzed to determine the success of the project using different online platforms depending on the learner’s available modality. The MPS-Mean percentage score of pretest and post-test was used to determine the reading level of the learner.

Parents of the participants were informed about the process and significance of the project SAVERS.

Step	Description
Participants	30 Grade Two learners identified as non-readers or struggling readers through PHILIRI pretest; selected purposively under Modular Distance Learning (MDL).
Materials	Project SAVERS reading materials with pre-recorded audio and interactive activities.
Parental Guidance	Parents instructed to guide learners to follow audio, repeat words, and read aloud until correct pronunciation is achieved.
Intervention Duration	12-week monitoring period with weekly sessions.
Monitoring	Individual online sessions conducted via Google Meet or Facebook video call to track learner progress.
Assessment Tool	Functional Literacy Assessment Tool (FLAT) used to determine highest level of reading achieved (word recognition, fluency, comprehension).
Motivation/Rewards	Weekly praise (“Very good!”, “Good job!”) and school supplies given as incentives.
Post-Test	PHIL-IRI Grade Two Set D passage administered after 12 weeks; results collected during module retrieval schedule.
Data Analysis	Pretest and post-test scores analyzed using frequency, percentage distribution, and Mean Percentage Score (MPS).
Ethical Considerations	Parents informed of study objectives; confidentiality maintained following RA 10173 (Data Privacy Act of 2012).

Comparison of Reading Levels Before and After Implementation of Project SAVERS.



Key Findings

- ✔ **Non-Readers** reduced from **12** to **2**.
- ✔ **17 Students** at **Instructional** Level.
- ★ **6 Students** moved to **Independent** Level.
- 📱 Effective use of **Audio Lessons & Mobile Learning**.

Parents of the participants were informed about the process and significance of the project SAVERS. There were no circumstances that compromise the privacy of the pupils with proper adherence to RA 10173, or the Data Privacy Act of 2012. Confidentiality and privacy was observed and very much practice.

RESULTS

The data collected from Pre and Post Tests were compared.

Table 1. Comparison of Word Recognition Before and After the Implementation of SAVERS

PRE-TEST		POST-TEST	
Non-Reader	12	Non-Reader	2
Frustration	18	Frustration	5
Instructional	0	Instructional	17
Independent	0	Independent	6
TOTAL	30	TOTAL	30

The table 1 shows the comparison of word recognition Before and After the Implementation of SAVERS. The findings were obtained through a series of reading test to determine the pupil's achievement after the utilization of Project SAVERS. The data collected during the first and last session of monitoring. It revealed that prior of the implementation of the project SAVERS, 12 or 40% of the participants are identified as non-reader and 60% or 18 participants are frustration readers.

On the other hand, after the implementation of project SAVERS, majority of the participants were under instructional level, 6 or 20% was identified as independent level, 5 or 17% of the participant was frustration and 2 or 6% still identified as non- reader.

Table 2. Comparison of the Mean Scores of the Participants Before and After Implementation of SAVERS

PRE-TEST RESULT		POST-TEST RESULT	
MEAN	0.20	MEAN	2.40
MPS	4.00%	MPS	48.00%

The comparison of the mean scores of the participants before and after implementation of SAVERS is shown in table 2, before the implementation, the participant obtained a mean of 0.20 and mean percentage score of 4%. On the other hand, after the implementation of SAVERS revealed that participants obtained a mean of 2.40 and mean percentage score of 48%.

DISCUSSION

The reading remediation through Project SAVERS has a significant increase of 44% on the reading comprehension test during the pre-test and posttest after 12 weeks of learning sessions and monitoring.

Based on the analysis and findings of the study, the researcher concluded that Project SAVERS was effective in reding remediation to improve pupils' performance and enhanced learners' comprehension. There is great improvement on the learners' achievement in word recognition of the learners.

The more one has practiced, the more likely is one to generalize what one has learned.

Hence, using repetition of words using the audio as an approach could help the students develop their listening skills, sight the words, and apply it in reading the SLM.

The dedication, passion, and creativity needed to help the next generation to become competent in the future. There are many ways to help the learners to read in the most difficult times.

Majority of the pupils used smartphone as electronic communication. Using the cellular phone and online platforms, it will help them to learn more in the absence of the teacher at home using the Project SAVERS.

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