ASSESSING NEEDS, CHALLENGES, AND PERFORMANCE IN READING OF INTERMEDIATE-LEVEL LEARNERS IN A DISTRICT

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Abstract: *Enhancing the literacy growth and academic performance of intermediate-level learners entails knowing their reading needs and difficulties. For school year 2023–2024, this research investigated the needs, issues, and performance of intermediate-level English reading students in Limay District public elementary schools, Schools Division of Bataan. The research utilized a descriptive cross-sectional design and was staffed by 139 voluntary teachers who participated in it. Apart from frequency and percent distribution, the mean calculations were employed in the analysis. The findings from the study indicated that teachers were a heterogeneous group with variations in terms of age, gender, position, education, teaching experience, and reading training. Additionally, the findings from the reading needs survey constituted an equitable base for the fundamental skills of word recognition, phonemic sensitivity, and decoding. Consequently, vocabulary, reading understanding, and fluency may have been strengthened in an adequate manner; from that time on, there was a clear need for more reading expectations. However, at intermediate level, students were confronting quite a number of issues such as phonics, alphabet, word knowledge, fluency, and regional diversity. In addition, as these were highly related, the need for a comprehensive approach must have existed. The research also found affective variables such as the role of a supportive reading environment and the fear of tests to be associated with anxiety-related variables. The extreme differences in reading achievement were revealed where most of the students had difficulty with reading itself, i.e., the intrinsic complexity of the interrelation between word recognition and comprehension skill was revealed. These results call for some specific trainings and support groups to accommodate teachers' varying professional backgrounds. The study also emphasized that addressing technical and socio-emotional issues in developing and designing effective reading intervention programs to support intermediate learners in a supportive learning environment was an integral factor in considering reading difficulties holistically.*
Keywords: Reading needs, challenges, performance, cross-sectional research design, Bataan, Philippines.

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INTRODUCTION

It is true that reading is a basic skill and is considered as one of the essential things worldwide for communication, critical thinking, and academic success. However, the findings of international assessments depict a contradictory image. The studies tell that globally an extensive proportion of pupils suffer from comprehension of reading which has a direct impact on their academic path. The problem is not particular to some area but rather it is a worldwide problem.

North America for instance, research has shown that the majority of the students face the difficulty of reading comprehension, which has implications for their academic performance research (Collier, 2019). Similarly, Prado and Plourde (2011) found that in Europe the changes of pupils' reading skills depend on the efficient reading strategies implementation such as vocabulary training and guided oral reading. Besides that, a research by Spencer and Wagner (2018) in Asia is talking about comprehension as a central point in reading. The students who struggle in recognizing words are the same who tend to have difficulties in comprehension of literature. Moreover, Landi and Ryherd (2017) indicate certain reading difficulties which refer to the issue of fluency as one of the major factors that lead to reading comprehension. They also mention that children who are finding it hard to read fluently will be faced with processing and comprehending texts at the same time, thus, they are in line with Pressley's findings that poor decoding affects the development of comprehension skills (Dean and others, 2021).

Pointing out that such studies embraced various different circumstances where research problems surfaced regarding reading include the necessity of timely and targeted support strategies, such as ICT-

based proposals designed to improve literacy outcomes in educationally disadvantaged areas, is the work of Dean and others (2021). The perspective of the globe on issues with reading skills is the view that it is vitally necessary to solve problems of literacy in all regions of the world. For instance, results of international tests like the Programme for International Student Assessment (PISA) have indicated that students in many countries are not able to meet the required levels of reading competence (OECD, 2018). Low reading fluency and comprehension have been caused by specific difficulties in ASEAN nations like the Philippines and Indonesia, for example, language barriers and poor reading strategies (UNESCO, 2021). Secondly, reading fluency remains a big problem in Africa as kids are spending the majority of their time decoding texts rather than comprehending them (RTI International, 2019). The results serve as evidence of the global prevalence of reading problems, thereby highlighting the need for effective intervention programs that cater to the diverse needs of students in various learning environments. It is recognized that literacy improvement is fundamental both for academic achievement and for the development of cognitive skills over a long period of time, and hence the therapies that focus on literacy development are being implemented more and more all over the world.

Each of the ten Asean countries such as Brunei Darussalam, Cambodia, Indonesia, Laos, Malaysia, Myanmar, the Philippines, Singapore, Thailand, and Vietnam, have their reading problems have been looked at in multiple studies. One more point mentioned in these studies (Psyridou et al., 2022) is that fluent reading facilitates comprehension as it allows readers to express themselves correctly and understand the text in a short amount of time and accurately. As per Hassan and Dweik (2021), the lack of proper reading strategies and English proficiency are the major causes of the problem of the Filipino students. The main explanation for reading difficulties in Myanmar is the lack of word recognition and decoding skills, Sardor, Oyshajon, and Rushana (2020) inform. Oakhill, Cain, and Elbro (2019) state that students in Malaysia need to correctly manage their prior knowledge and skills as weak comprehension is the major problem. Through their research Nanda & Azmy, 2020, deal with low reading comprehension issues in Indonesian secondary schools, zooming in on language proficiency, prior knowledge, and student motivation as the three major factors. Whilst the figures from these ASEAN countries show the same recurring problems of reading, they are also giving a clear message that we need to implement different intervention strategies depending on the particular local environment.

While previous studies have shed light on various aspects of reading difficulties across different grade levels and linguistic contexts, there remains a gap in our understanding of the specific needs of intermediate-level learners within a particular district. Existing research often focuses on identifying reading problems or analyzing difficulties across broad populations. This study aimed to address this gap by assessing the needs, challenges, and performance in the reading of intermediate-grade pupils in the Schools Division of Bataan Limay Annex. Targeting this particular population at this pivotal point in their reading development (shifting from initial literacy to sophisticated comprehension) enables us to more specifically address their particular challenges and develop effective reading interventions that specifically meet their needs. In determining their needs, we can close their literacy development gaps and enhance their critical thinking and reading comprehension.

In addition, this research evaluated the reading needs, concerns, and proficiency in reading English among intermediate-level learners of public elementary schools in Limay District, Schools Division of Bataan, for the School Year 2022-2023. Specifically, the objectives are to identify the profile of the respondents based on age, gender, years of experience, highest level of education, position, and training program attended concerning reading; establish the reading needs of intermediate learners; analyze the difficulties encountered by learners in reading, with emphasis on their frequent mistakes in reading passages and responding to comprehension questions; illustrate the

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reading performance of learners according to PHIL-IRI results, taking into account word recognition level and reading comprehension level; and apply the outcome of the study to construct an efficient reading intervention plan.

FRAMEWORK

In this research, several theories informed its exploration of oral reading fluency among students. The theories that form the theoretical underpinning are Behaviorism, Information Processing Model Theory of Miller (1956), Automaticity Theory of LaBerge and Samuels (1974), and Word Learning Theory of Ehri and McCormick (1998). Behaviorism emphasizes observable conduct and reinforcement and believes that systematic instruction and reward are best utilized to enhance oral reading fluency. Miller's Information Processing Model emphasizes sensory, short-term, and long-term memory phases in reading material processing, encouraging involving and repetitive instructional practices. Automaticity Theory contends that fluency arises through automatic word recognition, paving the way for mental resources to be allocated to reading comprehension. In parallel, Word Learning Theory accounts for the stages of word learning in terms of the transition from visual recognition to phonetic awareness and orthographic knowledge.

Second, Miller and Rudnick's (2012) Evidence-Based Programming Framework is a step-by-step approach to creating effective reading interventions from problem identification to program assessment steps. The framework makes interventions evidence-based and systematically implemented. Chen and Rossi's (1980) "Develop Programme Theory" is a systematic approach to designing and evaluating educational interventions by linking program activities and inputs to desirable outcomes. This multi-theoretical framework assists the researcher in understanding students' diverse needs, difficulties, and performances, guiding the development of targeted, evidence-based reading interventions aimed at remedying particular knowledge gaps and enhancing reading fluency.

OBJECTIVES OF THE STUDY

The study aimed to explore the needs, challenges, and reading achievement of English language learners at intermediate level in public elementary schools at the Limay District, Schools Division of Bataan for School Year 2022-2023. The study initially and primarily explored the reading needs of intermediate learners and identified the issues that they encountered, primarily focusing on reading errors on passages and comprehension questions. Besides that, it outlined the students' reading performance according to PHIL-IRI results referring to both word recognition and reading comprehension levels. Finally, the study delved into the usage of its findings to craft a suitable reading intervention plan.

METHODOLOGY

Research Design

This research employed a Descriptive Cross-Sectional Research Design. Such a quantitative method offers a snapshot of the population or phenomenon at the given time, where the data is taken from the random sample in order to characterize the features, behavior, or beliefs of the population under study. The authors Creswell and Creswell (2017) mention that this design is used to describe and summarize data without giving away any causal relationships. Bueno (2020) adds that descriptive research is a system that describes the characteristics and facts of the population or a certain area which is the researchers' focus, and does this in a way that is both factual and accurate, by gathering data that

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portrays situations, events, or entities. It was a suitable approach to study the reading needs, problems, and performance of public elementary school students in a particular district. The researcher had access to the representative sample of students to collect data through surveys and observations to evaluate reading abilities and needs which would be used for the planning of the effective reading intervention programs.

Research Site

This study took place in public elementary schools located in the Limay District, Schools Division of Bataan.

The district is made up of fourteen elementary schools: Alangan Elementary School, Arsenal Elementary School, Bliss Elementary School, Carbon Elementary School, Duale Elementary School, Gabaldon Elementary School, Kinaragan Elementary School, Kitang Elementary School, Lamao Elementary School, Limay Elementary School, Luz Elementary School, Peas Elementary School, St. Francis I Elementary School and St. Francis II Elementary School. These educational institutions are differentiated by size - small, medium, or large, with Limay Elementary School being the major educational institution where the administrative offices of the Schools District Office are located.

The research covered all the elementary schools in the district since reading was a major problem among students at the primary level.

Participants

The respondents were all the intermediate-grade teachers from Limay District that is 139 teachers in total. The researcher used total population sampling that refers to the selection of the whole population to be studied (Glen, 2018). With this all-inclusive method, the study became a representation of the community that had reading difficulties.

Instrumentation

A researcher-made survey questionnaire was the primary data collection instrument. The questionnaire was carefully designed after an extensive review of the related literature and studies and was specifically developed to solve the problems of the study. It included four sections: (1) the profile of the respondents (age, sex, years of experience, educational qualification, position, training related to reading); (2) reading needs of students; (3) reading challenges faced by students; and (4) student performance in reading (word recognition and reading comprehension). The validity of the instrument was confirmed through the judgment of experts and was made into its final version after the revision based on the specialists' feedback in research and education, as indicated by Bueno (2020).

Data Collection

Prior to data gathering, the researcher secured all the necessary permits from the Superintendent of Bataan Schools Division and the District Supervisor of Limay Public Schools. School principals were also approached through a letter for their cooperation and to facilitate the distribution of survey questionnaires. With the help of teacher-advisers, the researcher personally administered the surveys. Teachers were given the questionnaires based on their knowledge of the students' reading abilities. To clarify the objectives of the study and the correct way of filling out the survey, an orientation was held. After two weeks, during which teachers were allowed to fill out the questionnaires, the researcher collected the accomplished forms from each school.

The gathered data were prepared and processed through the Statistical Package for Social Sciences (SPSS). Descriptive statistics like mean and frequency counts were used to analyze the data. The mean was utilized to evaluate the teachers' perceptions of the students' reading needs and difficulties with the help of the scales provided for the interpretation. Frequency counts and percentage distributions were used to describe the profile of the teachers and the student's reading performance. The data analysis served as a guide for the targeted reading intervention programs by revealing students' reading needs and challenges.

RESULTS AND DISCUSSION

1. Reading Needs of the Intermediate Pupils

The information that has been gathered based on the reading needs of intermediate students thoroughly depicts that the factors which are most instrumental for their reading growth have been considered. Decoding with an average of 2.75 is considered to be the level of the need that is generally specified to be of necessity. It is indicative of a very low demand for improvement or progress in this area. In the same way, Phonemic Awareness (2.74), Phonological Awareness (2.79), and Word Recognition (2.91) have their means lying close to the average reference values. The biggest differences are, however, between Vocabulary Improvement (3.48), Enhancement of Comprehension Skills (3.61), and Reading Fluency (3.39). These verbally were understood as being of very high needs. The results show a large gap that calls for a quite different and very urgent approach of these areas.

Such findings call for the reading needs of the intermediate level to be thoroughly and carefully reviewed. The fairly balanced scores of decoding, phonemic awareness, phonological awareness, and word identification show that the students have a good grasp of these basic skills. On the other hand, higher vocabulary enhancement, comprehension skill, and fluency scores point to a shift towards more complex reading requirements. This conforms to research on literacy development, which has recognized the change from early decoding to advanced comprehension and fluency in the middle school years (Jenkins et al., 2019). The focus on vocabulary and comprehension problems in this research correlates with the general view that skilled reading is not just word recognition but a deep understanding of language and context (National Reading Panel, 2000).

The current data, when compared with various theories of fluency, appear to validate the key points of these theories and indicate that reading ability is a multilevel problem. Behaviorism would argue that the average scores of intermediate students achieved in decoding, phonemic awareness, phonological awareness, and word recognition indicate that a minimum level of need has been met, thus there is a relatively low demand for improvement in these domains. The Information Processing Model Theory by Miller (1956) is in line with the average scores that the intermediate students achieved in decoding. At the same time, Automaticity Theory by LaBerge and Samuels (1974) is in agreement with the moderate performance of these students' fundamental reading skills, which indicates a certain level of automaticity but not expertise. Word Learning Theory by Ehri and McCormick (1998) agrees with the extremely high scores in vocabulary improvement, comprehension skills enhancement, and reading fluency, expressing the need for a lot of attention and development in these specific linguistic areas. These findings indicate an important role of theoretical models and various perspectives in grasping the intricacies of factors influencing intermediate students' reading needs.

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This study was directed towards quantitative measurement of reading needs. Future studies may consider including qualitative data, such as interviews or classroom observations, to provide insights that are not immediately apparent from the quantitative data. Besides, the longitudinal studies might also follow the trajectory of these needs over time. By extending the research to various regions and students from different backgrounds, the findings could become more widely applicable. Moreover, upcoming works should explore how effective innovative reading interventions such as technology-based tools or peer-assisted programs are in meeting advanced reading needs.

2. Challenges faced by pupils in reading
2.1 Challenges based on their common errors in reading the passage

Information gathered highlights multiple obstacles that intermediate level students face, which eventually affect their reading skills. Among the significant standard errors are those that result from the partial or non-mastering of the phonics method which produces reversals (Mean=3.12), insertions (Mean=3.10), and deletions (Mean=3.06) in reading passages. Moreover, the problems with alphabet knowledge that lead to insertions (Mean=2.97) are compounded by an inability to read a word that consequently results in omissions (Mean=3.14). To add to that, the challenge of breaking down the sound of one word and as a result, guessing the word (substitution) is confirmed (Mean=3.18). The influence of the region also interferes with the pronunciation resulting in mispronunciations (Mean=3.19), and poor word recognition causing repetitions (Mean=3.22). These findings introduce a complicated mix of problems intermediate students have with reading that encompasses phonics, alphabet information, word knowledge, and regional influences.

The very high means in the domains of phonics and alphabet knowledge highlight just how important these foundational areas are to reading. According to recent research (Johnson, 2020), being well trained in phonics explains most of the learning of the decoding ability, and knowledge of alphabet contributes a lot towards word recognition and building. The primary problem of mispronunciations contributing to the regional effect is a reflection of findings made by Brown et al. (2015), who highlighted the influence of dialectal differences on the pronunciation. Furthermore, the frequency of repetitions because of ineffective word recognition is consistent with the findings of Pallathadka et al. (2022) and the issue here is pointing towards the need for effective word recognition as a prerequisite for fluent reading. The collective data reflect the interrelated nature of such issues and the need to deal with them in an integrated manner.

Alignment of these barriers with a number of fluency theories can be seen in, for instance, behaviorism, which emphasizes the need for very well developed phonics and decoding abilities. The Information Processing Model Theory by Miller (1956) can be considered as it highlights the mental operations required in reading, thus it links to the difficulties in alphabet knowledge and word decoding that were identified. The observed word guessing is in line with the suggestion of Automaticity Theory by LaBerge and Samuels (1974) that emphasis should be placed on automatic word recognition. Besides that, Word Learning Theory by Ehri and McCormick (1998) also points out the incorporeal side of the issue, which is the absolute necessity for phonics and word recognition to be the core of reading development. In short, the evidence supports the idea of a complex array of issues that intermediates face in the areas of phonics, alphabet knowledge, word recognition, and regional factors, which is a sign of the interplay of the first and the most important fluency theories.

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Although this research paper has pinpointed the major issues, it lacks the socio-emotional dimensions which are, nevertheless, very influential in reading errors. Research destined for the future may uncover these factors and also administer targeted activities and monitor their results. Besides, research might delve into how culture and language can contribute to learning difficulties and also look into the long-term effects of the interventions on reading fluency and accuracy.

2.2CChallenges based on their common errors in answering the comprehension questions

Among the data, one can find evidence of significant problems that face intermediate school children when it comes to reading as indicated by errors that are most common in reading passages. It is evident from the data that fluency is highly impaired in word-by-word (Mean=3.20, Verbally interpreted as Agree) as well as syllabic reading (Mean=3.14, Verbally interpreted as Agree). Meanwhile, intermediate pupils strongly agree on poor word recognition (Mean=3.26, Verbally interpreted as Strongly Agree) and are convinced that their vocabulary is insufficiently developed (Mean=3.35, Verbally interpreted as Strongly Agree).

Firstly, the responses illuminate the exact nature of prevalent issues. There are instances of guessing words or substitutes, struggles with decoding words even after recognizing letters, and the desire for help, support, and ways to overcome these problems. Educators' recommendations involve the generation of self-instruction modules, drills, and changes in the current curriculum. Comments highlight that it is very important not only to address technical issues of reading but also such factors as fear of judgment, involvement of guardians, and the need for more reading and comprehension practice and assistance.

The difficulties manifested by pupils correspond to reading issues of intermediate students that have been corroborated by recent research. Furthermore, the research carried out by Davis et al. (2020) provides evidence that factors that affect reading difficulties are often different from immediate cognitive skills.

In addition, responses from respondents capture the socio-emotional aspect of reading difficulty that is evident in the research of Eccles and Wigfield (2019), which emphasizes the role of motivation and socio-emotional influences in reading development. Threat of ridicule by the respondents identifies the need for a facilitative reading environment.

In addition to that, the results go well with some of the major fluency theories and identify the various aspects of reading fluency to be focused on. Behaviorism, which discusses the use of repetition and reinforcement primarily, is easily applicable to the situation of poor word-by-word and syllabic reading by intermediate students.

Research based on self-report may bias participants toward presenting themselves favorably. Future studies could include experimental designs to quantify the effect of interventions proposed like self-instruction modules on comprehension improvement. Additionally, the impact of teacher training and parental involvement in enhancing comprehension could be an area for investigation and the results could yield useful recommendations. Considering digital tools and interactive platforms as reading instruction components may also be worthwhile for future research.

3. Reading Performance of Intermediate Pupils

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The information reveals that the intermediate students' Word Recognition, Reading Comprehension, and Overall Reading levels are quite different from each other. It should be pointed out that a fairly high number of students can be considered as instructional in all three aspects. This means that a large proportion of the intermediate student community has a balanced level of proficiency. However, the most significant point is about frustration, particularly in Overall Reading, where 27.80% of the students show that they have difficulties. Besides that, the findings point to a large percentage of students who face difficulties in the literacy component. This goes in line with the research that has been done previously and which has recognized the issue of literacy as the main challenge during the intermediate stage (Johnson & Brown, 2019). The high incidence of poor performances, particularly in reading overall, warrants the disclosure of the causes of these problems more in depth.

In addition, the co-occurrence of significant percentages in both inadequate reading comprehension and word recognition presents a complex and complex issue. This implies that some intermediate-level students may experience problems not just in word recognition but also in grasping the context and significance of the text. This is consistent with scholarly research that indicates the close association between comprehension and word recognition proficiency (Brynes & Wasik, 2019).

Table 1. Reading Performance of Intermediate Pupils in Terms of Word Recognition and Comprehension Levels.

Levels	Word Recognition		Reading Comprehension		Overall Reading Levels	
	f	%	f	%	f	%
Independent	1791	37.61	1691	35.51	1491	31.31
Instructional	1847	38.79	1847	38.79	1947	40.89
Frustration	1124	23.60	1224	25.70	1324	27.80
Total	**4762**	**100**	**4762**	**100**	**4762**	**100**

Overall, these results are aligned with several fluency theories and therefore exhibit the potential to be helpful in comprehending the stages of the student's development. According to Behaviorism, the instructional level can represent the learned that has occurred through reinforcement, while the levels of frustration can represent the need for the more specially designed interventions. Miller's (1956) Information Processing Model Theory can be applied to explain varying levels of mental processing in students that, in turn, influence their word recognition and understanding capacities. In addition, the Automaticity Theory that was presented by LaBerge and Samuels (1974) might explain the situation where some students are able to achieve independent levels so effortlessly thus implying that they are automatic processing reading skills. Lastly, Ehri and McCormick's Word Learning Theory (1998) may help to understand the wide range of strategies that students use to recognize and comprehend words integrating these fluency theories deepens our grasp of the reading

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performance that has been observed and gives us a more comprehensive framework for interpreting and responding to the diverse needs of intermediate pupils.

The research didn't consider the influence of external factors on reading achievement, for example, teacher training and parental engagement. Consequently, initial research could disentangle these factors and analyze how personalized intervention impacts learners at various proficiency levels. Moreover, by employing various teaching methods and adaptive technologies, this research could be extended to uncover the possible approaches to enhance reading skills in different learners.

CONCLUSION

The research has extensively analyzed the reading needs, issues, and the performance of the intermediate learners of Limay District, Schools Division of Bataan for SY 2022-2023. Findings indicate that the range of ability in basic reading skills like decoding, phonemic awareness, phonological awareness, and word identification was very wide. Yet the important differences in vocabulary, comprehension, and fluency highlighted areas where the greatest intervention was required. The implications of these findings are of primary worldwide importance in that they indicate general trends for the acquisition of literacy which in turn indicate the move away from raw reading skills to more sophisticated comprehension and learner's facility with their advancement. The research underscores the significance of filling these gaps in order to ensure students' academic achievements in the future and, by extension, contribute positively to literacy development worldwide.

The diagnostically flawed problems that were revealed are phonics errors, alphabet knowledge errors, word recognition errors, and geographic influences as well as socio-emotional problems such as fear of judgment and need for a productive environment, thereby establishing the complex entanglement of intellectual and emotional challenges. The paper reflects the intellectual and emotional issues of the learners that need a quick and diverse response in terms of skill acquisition, motivational assistance, and situational interventions. The problems encountered by these learners in their native environment are the identical concerns faced by learners all over the globe in various learning environments. This, consequently, supports the necessity of diversified and flexible methods of literacy promotion.

Firstly, details should be provided for the intervention programs focusing on Vocabulary Improvement, Comprehension Skills Enhancement, and Reading Fluency to help the learners who require extra support. Moreover, the interventions should dismantle the difficulties of phonics, alphabet knowledge, word recognition, and regional language as these issues are highly interrelated. Besides this, there is a great need to create a reading-supportive environment. Hence, initiatives aimed at removing socio-emotional barriers such as facilitating a culture of support and involving the caregivers should be given priority. The curriculum change should contemplate the inclusion of self-instruction modules, programmed drills, and research-based techniques to not only develop skills but also to enhance the learners' motivation. Teachers' professional development should be ongoing so that they continue to be competent and up-to-date with the best practices when dealing with different reading needs.

Following research might consider examining the factors that cause reading difficulties and noting the socio-emotional, cognitive, and contextual factors. Several localities and education systems can be the subject of comparative studies that would uncover global trends and best practices. Such endeavors aim not only to facilitate literacy locally but also to make significant contributions to the international education and literacy development sector.

The research conveys. By the thorough and precise reaction to the findings, it is possible to fundamentally revolutionize literacy outcomes and construct a support and stimulating learning environment not only locally but also globally.
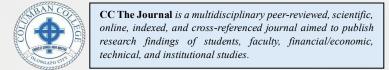
TRANSLATIONAL RESEARCH

In order to overcome the difficulties revealed by this analysis, a brochure has been produced to represent a convenient media format for teachers and parents, summarizing the main research results and strategies to enhance reading outcomes. The study outcomes can be used directly in schools through the application of targeted intervention programs. Such programs are expected to concentrate on advancing vocabulary, comprehension, and reading fluency through certain activities like self-instruction modules, guided drills, and comprehension exercises.

Moreover, interventions should be comprehensive, thus, phonics, word recognition, and regional language aspects should be addressed equally, at the same time, a reading environment that alleviates the fear of judgment and raises motivation should be developed. Teachers may also benefit from regular professional development sessions that equip them with the latest and most effective approaches to teaching reading. Furthermore, the educational stakeholders, i.e. school administrators and parents, should be the ones who initiate and facilitate the creation of the most conducive environments for the practice of reading.

At last, the curriculum needs to be changed in a way that would allow the inclusion of the planned structured interventions which would be easy to incorporate in the daily activities of a classroom, thus, making the implementation practical and students getting engaged.

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