



CATCH-UP FRIDAYS: ENGLISH TEACHERS' LEARNING ACTIVITIES, CHALLENGES, AND COPING STRATEGIES AS BASES FOR SUSTAINABLE REMEDIATION AND ENRICHMENT PROGRAM

KYRIE B. TAGALOGON

Teacher I

Lambunao National High School

kyriedayaday@gmail.com

ABSTRACT

This study aimed at determining the views, learning activities, challenges, and coping strategies used by English teachers during the Catch-Up Fridays as bases for a sustainable remediation and enhancement program. The following were the teachers' views of Catch-Up Fridays: a program to help struggling learners cope with the lessons, a reading enhancement program, and a program to lessen cases of absenteeism. The learning activities included: reading comprehension worksheets, topic-related movies, short clips and videos, and activity sheets. The challenges encountered by the teachers were: limited time, lack of teacher-made additional learning materials, lack of attention and interest, and decrease in number of attendance due to skipping of classes. The following were the coping strategies: planning of engaging and fun activities, effective communication, and incentives and reinforcements for learners and teachers.

Keywords: *Learning Activities, Catch-Up Fridays, Challenges, Coping Strategies, Sustainable Enrichment Program, Remediation*

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



INTRODUCTION

Reading proficiency stands as one of the major challenges for many individuals although it serves as the gateway to knowledge, offering learners unlimited opportunities to touch diverse perspectives, suit in various points of view, expand their comprehension, and engage with the present world around them on a deeper level. However, despite its undeniable importance, reading remains to receive the least focus due to the fact that the curriculum is loaded with too many subjects in learning areas for the children to learn, thereby neglecting the teaching of literacy especially reading which is the key to understanding the other areas in the curriculum.

As the education system in the Philippines adjusts its grip on the teachers and curriculum developers, they gradually learn to adapt more than expected to different types of reading activities to supply good quality of learning to the learners.

The Department of Education has come up with numerous attempts to develop and implement an educational program that could further align the reading mishaps within the educational system in the Philippines. The most recent one that has been implemented is the Catch-Up Fridays that seeks to provide the learners with a wider selection of reading materials for they want to inculcate the culture of reading in the schools.

In order to carry out the program by all means, teachers in the Junior High School have intuitively crafted a profusion of learning activities and reading materials to hook the attention of the learners during Catch-Up Fridays. One innovative approach involves creating

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue II

November 2024

Available online at <https://www.instabrightgazette.com>



educational materials by compiling information from books, the internet, and other learning resources, tailored to match the students' comprehension levels. Lindsay (2011) believed that the results of research on multiple channels, namely the delivery of information through various types of media or ways indicate that when a channel is complementary to existing information, learning activities will increase and when information provided through different channels is inconsistent with previously available information, learning activities will actually decrease.

As an English teacher in Junior High School who also embedded teacher-made "Catch-Up Fridays" activities, the researcher has observed that many students who are considered as slow readers or struggling readers pay more attention to details and lay out of the activity sheets and uses it to fish-out information and clues in writing their answers. These students are considered non-literates. They evidently experience challenges in one or more areas of literacy development. Moreover, these students display boredom and lack of interest especially when the reading materials are purely in text (Baladhay, 2023).

In relation to this, the researcher conducted this study to discover the learning activities used by English teachers during Catch-Up Fridays as bases for sustainable remediation and enrichment program.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



MATERIALS AND METHODS

Research Methodology

This chapter presents the research method, research design, respondents of the study, data-gathering procedures, research instrument, and data analyses used in the study. The purpose of this study was to determine the learning activities practiced by English teachers during Catch-Up Fridays as bases for a sustainable remediation and enrichment program.

Research Method

In the study, the descriptive research method using in-depth interview was utilized in order to determine and interpret the learning activities practiced by English teachers during Catch-Up Fridays.

McCombes (2019) explained that the goal of descriptive research is to precisely and methodically describe a population, circumstance, or phenomenon. What, where, when, and how inquiries can be answered, but not why questions. She further stated that a descriptive research design could study one or more variables using a wide range of research methods. Contrary to experimental research, the researcher does not manipulate any of the variables in this study but only observes and measures them.

This method is an appropriate choice in this study in which the learning activities practiced by English teachers during Catch-Up Fridays were determined and interpreted and would be the bases for a sustainable remediation and enrichment program.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Research Design

The study used the qualitative research design through phenomenology to find out the learning activities used by the English teachers during the Catch-Up Fridays in the Schools District of Lambunao West and East.

Phenomenological approach to research may be used on single cases as well as multiple cases, with clear emphasis on minimum structure and maximum depth to keep a balance of research focus within limitations of time and other resources. This type of research, like other qualitative researches, uses many methods including interviews, observations, action researches, discussions, focus group meetings, and analyses of the text. The focus is more on in-depth understanding of phenomena embedded within the research participants' views and perspectives (Qutoshi, 2018).

Narrative inquiry was also employed to provide in-depth information on the views, learning activities, challenges and coping strategies used by the English teachers during Catch-up Fridays. As Ford (2020) states, a narrative inquiry, which is a type of a phenomenological qualitative research methodology, examines individual human experiences and stories. It examines human experience through life story interviews, oral histories, and other human experience narrative methods.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Participants in the Study

The participants in the study were the ten (10) English teachers in the Schools District of Lambunao West and East residing in Lambunao, Iloilo. These ten (10) teachers were identified on the basis of a pre-survey conducted during the visit of the researcher in the selected schools in the District of Lambunao West and East. The school principals confirmed that the participants were English teachers and that they were qualified on the criteria set by the researcher: they were teaching reading classes; and they are from the Municipality of Lambunao.

After gathering information on the use of learning activities during Catch-Up Fridays, the researcher secured ten (10) participants to be part of the intensive data gathering regarding their experiences on the use of learning activities during Catch-Up Fridays. These teachers were carefully chosen through the guidance of the school heads and academic leaders of the said districts.

Sampling Design

The participants were the ten (10) English teachers in the Schools District of Lambunao West and East who were purposively selected on the basis of objectives set at the beginning of the study.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Research Instrument

The research instrument used in this study was a researcher-made In-depth Interview Guide/Questionnaire. It was composed of relevant questions about the participants' views, learning activities used, and challenges faced by the English teachers in the practiced of learning activities during Catch-Up Fridays. The shared experiences were carefully noted and documented.

The researcher-made instrument was printed and handed out to the English teachers in the Schools District of Lambunao West and East who were the participants in this study.

Validity of the Research Instrument

The draft of the researcher-made interview and results of the questionnaire were submitted to the researcher's adviser for corrections and suggestions. It was reviewed by the panel of experts for content-and-face validation. The panel of experts/jurors were composed of those who have expertise in English and research.

Data-Gathering Procedures

In gathering data, the researcher followed the necessary procedures. An in-depth interview guide which was professionally checked and validated by a set of accomplished validators in English and Research field was first prepared by the researcher. After the instrument was validated, a letter requesting for permission to conduct the study was

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



submitted and signed by the Dean of PHINMA Graduate School, the thesis adviser, and the researcher.

These request letters were then submitted personally to the Office of the Public Schools District Supervisors as well as to the Office of School Principals. They were assured by the researcher that the ethical standards would be observed and that the data gathered would be confidential.

Upon the approval of the principal, the questionnaires were personally distributed to the participants to ensure that the participants were aware of the content of the Interview guide questionnaires and returned to the researcher on time for analysis. They were assured that all the information provided, would be kept confidential.

The researcher made a detailed analysis using the coding process after gathering the responses. The coding process was used to generate descriptive themes for analyses.

Data Analyses

The study employed thematic analyses of data gathered. Emergent themes were identified according to the specific questions asked in the study.

Caulfield (2019) states that Thematic Analysis is a method for analyzing qualitative data and is typically used with a group of texts, like transcripts or interviews. The researcher carefully examines the data to find common themes, which are topics, ideas, and patterns of meaning that recur frequently. He added that there are several approaches to conducting

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



thematic analysis but the most popular one uses a six-step procedure that Virginia Braun and Victoria Clarke (2013) created for a psychology study. This process includes familiarization, coding, generating themes, reviewing themes, and writing up. This process can help the researcher avoid confirmation bias when formulating his/her analysis.

RESULTS AND DISCUSSION

The purpose of the study was to ascertain the experiences of English teachers in implementing learning activities during Catch-Up Fridays to teach reading as bases for a sustainable remedial and enhancement program.

The participants in the study were the 10 (ten) English teachers from the Schools District of Lambunao East and West. They were chosen through purposive sampling.

An in-depth interview guide under qualitative research method was used to gather data. This researcher-made tool was subjected to validity test and was found to be valid and appropriate to use by the accomplished validators.

The following were the findings of the study:

The teacher's views of Catch-Up Fridays: (1) a program to help struggling learners to cope with the lessons, (2) a reading enhancement program to strengthen the Four Macro Skills, and (3) program to lessen cases of absenteeism.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



When asked about the learning activities used by the teachers for Catch-Up Fridays, they shared the following: (1) reading comprehension focused worksheets; (2) topic-related movies, short clips, and videos; and (3) writing practice activity sheets.

With regard to the implementation of learning activities during Catch-Up Fridays, the participants shared the following: (1) giving feedback to check students' comprehension, (2) planning ahead of time, and (3) using interesting materials to guide students.

As to the challenges encountered by the teachers in implementing Catch-Up Fridays, they shared the following: (1) limited time in administering Catch-Up Fridays activities, (2) additional learning materials made by teachers, (3) lack of attention and interest during Catch-Up Fridays, and (4) decrease in number of attendance due to skipping classes.

When questioned how teachers managed the challenges they shared the following: (1) advance planning of engaging and fun activities, (2) effective communication, and (3) incentives and reinforcements for learners and teachers.

In order to enrich the practice and skills of English teachers in implementing and crafting learning activities that would be utilized during Catch-Up Fridays, a quarterly program, aimed at remediation and enhancement, was proposed.

Based on the findings, the following insights were drawn:

The purpose of Catch-Up Fridays is to address the students' stagnant reading progress. This initiative is considered a valuable strategy introduced by the DepEd to bridge the gap in

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue II

November 2024

Available online at <https://www.instabrightgazette.com>



students' reading development caused by the disruption in the education sector during the pandemic. Some see it as a great chance to help students who are struggling in reading, while others see it as an extra burden for educators. Many parents have neglected their children's reading abilities because they believe that schools are solely responsible for their reading development.

The sudden implementation of the program inside the classroom left the teachers scuffling with limited resources and time to prepare materials for struggling readers to use. Despite this, they invested in creating appropriate activities and worked tirelessly to guide and support students, preventing further setbacks in their learning journey. Teachers face daily challenges in the classroom, including managing students' negative attitudes, balancing multiple tasks, emphasizing values and good manners, and providing feedback through counseling sessions or parent discussions to address undisciplined behavior.

Positively, this demonstrates that despite tough situations, English teachers are committed to providing their students with insightful and useful instruction. They put a lot of effort into providing the greatest education possible, particularly for those that struggle. They consistently look for methods to address and close the gaps brought about by unforeseen adjustments to the educational system.

Through this study, the researcher determined that real-life classroom experiences reveal the ongoing adjustments teachers make to address students' needs throughout the school year. From designing varied learning activities to conducting reading assessments at

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



both the start and the end of the year, teachers face numerous challenges that often push them to their limits, thus resulting in unexpected backlogs and burnout.

The researcher believes that programs mandated by the Department of Education, such as Catch-Up Fridays, are designed with strong goals intended for successful implementation. Although various perspectives, outcomes, and resolutions have been gathered, English teachers' commitment to delivering quality education has enabled them to persevere in implementing the program despite the challenges of lacking a clear blueprint and budget.

Teachers are clearly the epitome of wisdom and unconditional love as shown by their patience and dedication to invest in the learners' future by guiding them to become independent readers and successful learners so that they may achieve their full potential.

CONCLUSION

Taking into account the findings and insights that have emerged in the study, the following recommendations are advanced:

Teachers should be provided with opportunities to participate in trainings and seminars focused on the effective application and integration of modern technology into existing learning activities during reading instruction.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Graduating students of Teacher-training Institutions (TTIs) should also be granted the same opportunity, as they would soon enter the field and benefit from gaining practical experience and insights related to Catch-Up Fridays during their pre-service training.

Curriculum planners should revise the current English curriculum to ensure that the competencies are suitable to all types of learners.

The Department of Education and school heads should diligently provide for the needs of English teachers, particularly those teaching reading or remedial classes. They must ensure that instructional materials and resources are always available.

Remediation programs for reading should be consistently applied to ensure that struggling readers are not left behind and can achieve reading fluency.

Learning Action Cells in the English Department should be held regularly to allow reading teachers to track students' needs and progress and to exchange experiences and ideas for the best outcomes.

Parents should collaborate with reading teachers to assist struggling learners by using pictures to practice reading.

This proposed remedial and enhancement program should be carried out, monitored, and reviewed by relevant officials to ensure that English teachers are effectively trained in using pictures for reading instruction.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue II

November 2024

Available online at <https://www.instabrightgazette.com>



Future researchers could carry out similar studies with different variables and contexts in examining the effectiveness and impact of learning activities created by English teachers in other subjects or areas of the curriculum.



Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



References

Acedillo, N. B. (2023). Improving the Reading Comprehension Skills of Grade 5 Pupils through Contextualized Learning Materials: A School-Based Research. *International Journal of Scientific and Research Publications*.

Akers, C., & Flann, K.L. (2016). Effects of In-Class Discussion with Pre and Post Lecture Quizzing on Retention. *The FASEB Journal*, 30.

Angweye, W.L. (2014). Absenteeism in day secondary schools in Eldoret East District: Prevalence, causes, and consequences to learning outcomes.

Basali, L.P. (2024). Reading Comprehension Level and Skills of Filipino Grade 8 Students: A Basis for Catch-Up Friday Activities. *International Journal for Multidisciplinary Research*, 6.

Baladhay, N.J. (2023). Experiences of English Teachers in Using Pictures to Teach Reading: Bases for a Training-Workshop on Pictologics

Burdette, R.A., Galeucia, A., Liggett, S., & Thompson, M. (2016). The TEDxLSU Student Creative Communications Team: Integrating High-Impact Practices to Increase Engagement, Facilitate Deep Learning, and Advance Communication Skills. *Across the Disciplines*, 13.

Biderman, T. (2018). Planning of musical didactic games for music lessons in the first and second triads of elementary school.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Caulfield, J. (2019). How to Do Thematic Analysis: Step-by-Step Guide & Examples. Retrieved from <https://www.scribbr.com/methodology/thematic-analysis/> on December 22, 2022.

Chawwang, N. (2008). An Investigation of English Reading Problems of Thai 12th Grade Students in Nakhonratchasima Educational Region 1, 2, 3 and 7, Master Thesis, Srinakharinwirot University, Bangkok, Thailand.

Chen Y. and Lo C. K., "Exploring the relationships among reading skills, computer use skills, and online reading performance: The mediating effect of reading strategies," *Educ. Sci.*, vol. 11, no. 2, p. 58, 2021, <https://doi.org/10.3390/educsci11020058>

Chellanthara Jose, B., Ashok Kumar, M., Udaya Banu, T., & Nagalakshmi, M. (2024). Assessing the Effectiveness of Adaptive Learning Systems in K-12 Education. *International Journal of Advanced IT Research and Development*.

Cohen J. and Kenny T., *Producing new and digital media: Your guide to savvy use of the web*. Routledge, 2020.

Dutta, E., Bothra, A., Chaspari, T., Ioerger, T.R., & Mortazavi, B. (2020). Reinforcement Learning Using EEG Signals for Therapeutic Use of Music in Emotion Management. *2020 42nd Annual International Conference of the IEEE Engineering in Medicine & Biology Society (EMBC)*, 5553-5556.

Ford, E. (2020). Tell Me Your Story: Narrative Inquiry in LIS Research. Vol. 81, No.2. Retrieved from <https://crl.org/index.php/crl/article/view/234333/32164> on December 22, 2022.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue II

November 2024

Available online at <https://www.instabrightgazette.com>



Gilakjani, A.P & Sabouri, N.B (2016) A Study of Factors Affecting EFL Learners' Reading Comprehension Skill and the Strategies for Improvement, International Journal of English Linguistics, 6(5): 180-187.

Hajriyani, M. (2016). The effectiveness of cooperative learning in improving students' skill in writing recount text at the tenth grade of Usman 1 Beruntung Baru academic year 2014/2015.

<https://idr.uin-antasari.ac.id/4558/>

<https://brainly.ph/question/31722566>

<https://www.gmanetwork.com/news/topstories/nation/899756/teachers-groups-urge-halt-of-deped-s-catch-up-fridays/story/>

fridays/story/

<https://www.slideshare.net/slideshow/catchupfridayssampleactivitiesdocx/266138307>

<https://www.startquestion.com/survey-ideas/advantages-and-disadvantages-of-catch-up-friday/>

<https://thewednesdayherald.net/news/catch-up-fridays-a-good-catch/>

<https://www.scribd.com/document/708723237/ISSUES-AND-CONCERNS-CATCH-UP-FRIDAYS>

<https://brainly.ph/question/31722566>

Johns, J.A., Moyer, M.T., & Gasque, L.M. (2017). Planning

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



and Facilitating Debriefs of Experiential Learning Activities in Skills-based Health Education. *Journal of Health Education*, 8, 61-76.

Lascano, R.B., De Roxas, A.C., Marcellana, A.C., & Baxa, E.N. (2022). Classroom Management Plan of Private High School Teachers in Taal, Batangas: A Scaffold for Online Teaching. *International Multidisciplinary Research Journal*.

Makruf, I., & Tejaningsih, E. (2023). Overcoming online learning challenges in the COVID-19 pandemic by user-friendly platform. *Journal of Education and Learning (EduLearn)*.

Marvas, C.R., Libres, G.E., Benitez, A.J., Natividad, A.P., Oliva, M.M., & Legaspino, F.G. (2024). Enhancing reading comprehension in Grade 5 students using the Kiddie ReCom app. *Davao Research Journal*.

McCombes, S. (2019). Descriptive Research: Definition, Types, Methods, and Examples. Retrieved from <https://www.scribbr.com/methodology/descriptive-research/> on December 22, 2022.

Medula, C.J. (2012). Added Cognitive Burden or Interest: Effect of Enhancement in Learning from Slide Lesson Presentation in Authentic Classroom Setting. *IAMURE: International Journal of Education*, 3, 1-1.

Mendoza, R. (2024) Comments and Recommendation on the Implementation of Catch-Up Fridays PDF <https://www.scribd.com/document/713611717/COMMENTS-AND-RECOMMENDATIONS-ON-THE-IMPLEMENTATION-OF-CATCH-UP-FRIDAYS>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue II

November 2024

Available online at <https://www.instabrightgazette.com>



Olivo, M.G. (2021). Time Management of Teachers and Its Relationship to Teaching Performance. *International Journal of Multidisciplinary: Applied Business and Education Research*.

Olay, J. (2023) [OPINION] My thoughts on DepEd's Catch-Up Friday, *EDUCATION IN THE PHILIPPINES*. <https://www.rappler.com/voices/imho/opinion-thoughts-department-education-catch-up-fridays/>

Pabroa, M. (2024) Issues and Concerns – Catch-Up Fridays, <https://www.scribd.com/document/708723237/ISSUES-AND-CONCERNS-CATCH-UP-FRIDAYS>

Pattemore, M., Guerrero, R.G., & Serra, J.K. (2019). Elaborative Feedback in L2 Reading Games. *International Symposium on Gamification and Games for Learning*.

Pera, A. (2014). The Use of Educational Psychology to Explain Economic Behavior. *Economics, Management, and Financial Markets*, 9, 112.

Pustika, R., & Wiedarti, P. (2019). The Implementation of Reading Instruction in EFL Classroom. *Eternal (English, Teaching, Learning, and Research Journal)*, 5(1), 75-87.

Qutoshi, S.B. (2018). Phenomenology: A Philosophy and Method of Inquiry. *Journal of Education and Educational Development*. Vol. 5. No.1.

Khan, R.N. (2022). Attendance Matters: Student Performance and Attitudes. *International Journal of Innovation in Science and Mathematics Education*.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue II

November 2024

Available online at <https://www.instabrightgazette.com>



Rozman, I., & Kravchenko, L. (2023). Media education as a factor in the development of students' critical thinking in the lessons of foreign literature in senior classes. *Mountain School of Ukrainian Carpaty*.

Sevillano, S. (2024, March 14). DepEd: 'Catch-Up Fridays' stays, more interventions in place. Philippine News Agency. <https://www.pna.gov.ph/articles/1220842>

Uitto, A., Juuti, K., Lavonen, J., & Meisalo, V. (2008). The Importance of Pupils' Interests and Out-of-School Experiences in Planning Biology Lessons.

Yan, M., (2020). The Roles of Decoding and Vocabulary in Chinese Reading Development: Evidence from a 3-year Lingitudinal Study. Beijing Key Laboratory of Applied Experimental Psychology, National Demonstration Center for Experimental Psychology Education (Beijing Normal University), Faculty of Psychology, Beijing Advanced Innovation Center for Future Education, Beijing Normal University, Beijing, P.R. China.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza
