

## Enhancing reading comprehension skills of key stage 2 learners through interactive reading activities

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Received: 8 May 2026  
Available Online: 30 May 2026

Revised: 27 May 2026  
DOI: 10.5861/ijrse.2026.26237

Accepted: 29 May 2026

ISSN: 2243-7703  
Online ISSN: 2243-7711

OPEN ACCESS



### **Abstract**

This study aimed to enhance the reading comprehension skills of Key Stage 2 learners through the use of interactive reading activities at Parioc Elementary School, Candon City, Division of Ilocos Sur, during the School Year 2025–2026. Specifically, it examined the profile of teachers in terms of age, sex, civil status, educational attainment, and relevant training; the adequacy of learning materials; the level of utilization of teaching methods, techniques, and strategies in reading; and the level of learners' reading comprehension. The descriptive research design was utilized in the study. Teacher-respondents were evaluated based on their teaching approaches, instructional materials, and reading strategies, while learners' comprehension levels were measured through story comprehension tests. Frequency count, percentage, and weighted mean were used in analyzing the data. Findings revealed that the majority of teachers were female and married, with most pursuing graduate studies. All teachers participated in school, district, and division trainings, although only a few attended regional and national trainings. Learning materials such as flash cards, pamphlets, books, and modules were found to be highly adequate, while reading activity sheets were only moderately adequate. Teachers highly utilized learner-centered and interactive approaches, particularly Discovery, Inquiry, and Hands-on Approaches, along with techniques such as Bridging, Contextualization, Assisted Reading, and Recitation. Moreover, teachers consistently applied reading strategies that promoted comprehension enhancement and learner engagement. The study further revealed that many learners demonstrated moderate to low levels of reading comprehension, indicating the need for targeted reading interventions and improved instructional support. Based on the findings, the study recommends strengthening teacher professional development, enhancing instructional materials, diversifying teaching methods and techniques, and implementing remedial reading programs to improve learners' comprehension skills. However, the results showed that learners' reading comprehension levels in Grades 4, 5, and 6 were generally at a moderate level, with only a few demonstrating high comprehension skills and some experiencing difficulties in understanding texts. Based on the findings, the study concluded that while teaching practices and materials are generally effective, there is still a need for enhanced instructional support.

Thus, the development and implementation of interactive reading activities are recommended to improve the reading comprehension of learners.

**Keywords:** reading comprehension, learning materials, teaching strategies, reading instruction, learner-centered approaches

## Enhancing reading comprehension skills of key stage 2 learners through interactive reading activities

### 1. Introduction

Reading comprehension is a fundamental skill that enables learners to construct meaning from written texts and apply information in various learning situations. In the Philippine educational context, the Department of Education continuously strengthens literacy instruction through the implementation of the MATATAG Curriculum, which prioritizes foundational literacy competencies among elementary learners. Reading comprehension is emphasized as a core competency because it develops learners' critical thinking, vocabulary, fluency, and communication skills. Despite these efforts, many Filipino learners continue to struggle in reading comprehension. Results from international and local assessments indicate that learners experience difficulties in understanding texts, identifying main ideas, drawing inferences, and analyzing information. These challenges negatively affect learners' academic performance across learning areas.

Studies suggest that the use of interactive and contextualized instructional materials can improve learners' comprehension skills. Interactive reading activities encourage active participation, cooperation, reflection, and engagement among learners. Strategies such as partner reading, contextualization, assisted reading, and cooperative learning provide meaningful reading experiences that support comprehension development. In response to these concerns, this study focused on enhancing the reading comprehension skills of Key Stage 2 learners through Interactive Reading Activities. The study sought to determine the adequacy of instructional materials, assess learners' comprehension performance, and develop validated reading activities that may support literacy instruction in elementary schools.

**Statement of the Problem.** This study aimed to enhance the reading comprehension skills of Key Stage 2 learners through Interactive Reading Activities. Specifically, it sought to answer the following questions:

- What is the profile of teacher-respondents in terms of: a. age; b. sex; c. civil status; d. educational attainment; and e. level of relevant training?
- What is the level of adequacy of learning materials used in teaching reading comprehension?
- What is the extent of utilization of methods, strategies, and techniques in teaching reading comprehension?
- What is the level of reading comprehension performance of Key Stage 2 learners?
- What is the level of validity of the developed Interactive Reading Activities in terms of: a. face validity; b. content validity; and c. congruency of content?
- What Interactive Reading Activities may be proposed to enhance learners' reading comprehension skills?

**Importance of the study.** The results of this study will benefit the following groups of individuals:

**Policy Makers in Education.** The findings of this study will bring insights as well as relevant information regarding the implementation and improvement of the revised K to 12 Basic Education Curriculum using English.

**Educational Supervisor.** The findings of this study will serve as a frame of reference in planning and designing programs like seminars, workshops, and trainings for teachers and intervention materials to further enhance their knowledge, skills, and attitudes in teaching the subjects in the revised K to 12 curriculum.

**School Administrators.** The findings of this study will serve as a basis for school administrators to map out

plans and strategies to update/upgrade the competencies of teachers, as well as formulate and implement some policies to make them more relevant in the teaching and learning experiences of learners. The data could serve as a benchmark in planning as well as in decision-making.

**The Teachers.** The findings of this study will help the teachers in their effort to develop desirable traits, behaviors, and work skills of their learners. It could reveal some weaknesses as well as strong points in their teaching strategies and methodologies in consonance with providing quality education as mandated by the constitution.

**Learners.** They will be given a simplified instructional material that can be easily comprehended. They will be doing activities by themselves; thus, they are trained to be independent.

**The Researcher.** She will utilize the findings of this study as a springboard for more opportunities to help raise the present knowledge in preparing instructional materials.

**Future Researchers.** They will be guided in conceptualizing a similar work, considering other variables or factors that are deemed relevant in the attainment of national goals of competitive education.

## 2. Related Literature

This section presents significant and related literature and studies to conceptualize the present study.

### 2.1 Foreign studies

The language of a child is part of his/her personal, social, and cultural identity. Another impact of the language is that it brings about the reflection and learning of successful school patterns of acting and speaking; it is basically responsible for differentiating the linguistic competence of acting. Their English reading enables young learners to immediately construct and explain their world without fear of making mistakes, articulate their thoughts, and add new concepts to what they already know. In return, the teachers can more accurately assess what has been learned and identify the areas where they need help. (Braggs, 2021). According to David (2022), to speak a language is to be a member of a community. By speaking its language, people participate in the community's evolving consciousness. The need to speak a language is proportional to the need to communicate with the community. English-based basic education had the effect of restricting our connection to our communities. This is the exact opposite of how John Dewey imagined the ideal relationship between the school and society. By imposing English as a medium of instruction, our schools were, in a sense, producing a nation of immigrant individuals with little or no attachment to the places in which they were born and raised. The self-encouragement that many young Filipinos feel today may have stemmed largely from the purging of mother tongues from the circuits of our national life.

Reading comprehension has long been used by other developing countries. Here are some benchmark studies from UNESCO, as mentioned by Munio (2022): United Nations Educational, Scientific, and Cultural Organization (UNESCO) likewise endorses the use of the English language, highlighting the important features of the process.

- Education begins with what the learners already know, building on the language and culture, knowledge, and experience that they bring with them when they start at school.
- Learners gradually gain confidence in using the new (official) language before it becomes the only language for teaching academic subjects; and
- Learners achieve grade-level competence in each subject because teachers use English as the medium of instruction, along with the official school language, to help them understand the academic concepts.
- Giving support to the project are the English-trained writers who will continue to update their knowledge and skills in developing contextual learning materials to provide the students with a variety of learning

resources.

**Reading Comprehension** - Reading comprehension has long been recognized as a fundamental component of literacy and academic success. According to Duke and Pearson (2023), comprehension is the process of constructing meaning from text, which requires the integration of prior knowledge, language skills, and strategic thinking. Pressley (2021) emphasized that effective comprehension instruction involves teaching learners' specific strategies, such as predicting, questioning, clarifying, and summarizing, to enhance understanding.

## 2.2 Reading strategies

Reading strategies play a crucial role in enhancing learners' comprehension and overall literacy development. Anderson (2023) defined reading strategies as deliberate, goal-directed actions that readers employ to construct meaning and monitor their understanding of a text. Garner (2020) further explained that strategic readers actively use metacognitive processes such as planning, monitoring, and evaluating their comprehension to achieve better understanding. According to Duke and Pearson (2022), effective comprehension instruction involves explicitly teaching strategies such as predicting, questioning, visualizing, summarizing, and making inferences to help students become independent readers. Pressley and Afflerbach (2020) also emphasized that skilled readers use multiple strategies simultaneously, adapting them based on text difficulty and purpose.

**Bridging** - It is establishing a link between the students' prior knowledge and the material, examples: think-pair-share, quick-writes, and anticipatory charts. A bridge is "the environment the teacher creates, the instructional support, and the processes and language that are lent to the student in the context of approaching a task and developing the abilities to meet it" (Wilhelm, Baker, & Dube 2021). Bridging is "a process of 'setting up' the situation to make the child's entry easy and successful and then gradually pulling back and handing the role to the child as he becomes skilled enough to manage it". Bridging is "providing very explicit and active assistance in handing over expert knowledge that helps students to master new strategies." (Wilhelm, 2004, p.37). The bridging process enlarges language capacity and learning possibilities for all our students. Effective bridging is providing an appropriate "sequence of supports." A "sequence of supports" implies using one support after the other in an orderly flow that affords stepping stone after stepping stone to help students negotiate a particular learning experience from start to finish (Arechiga, 2021).

**Academic Scaffolding** - It is a strategy used to connect prior knowledge to new information (Herrell & Jordan, 2008). The teacher of third language learners has to facilitate that support. Then, "as students become more proficient, the scaffolding is gradually removed" (Diaz-Rico & Weed, 2022, p.85). Three types of scaffolding have been identified as being especially effective for third language learners: First, Simplifying the language in which the teacher can simplify the language by shortening selections, speaking in the present tense, and avoiding the use of idioms. Second, asking for completion, not generation, in which the teacher can have students choose answers from a list or complete a partially finished outline or paragraph. Third, Using Visuals in which the teacher can present information and ask students to respond through the use of graphic organizers, tables, charts, outlines, and graphs. The development of academic language is vital to student success in the classroom. Each of the content area subjects contains a unique and demanding technical vocabulary. In addition, familiar words are used in completely different ways. The purpose of this paper is to share strategies that can facilitate a teacher's scaffolding of difficult academic vocabulary. Active student involvement is the key to success (Karen Bradley & Jack Bradley, 2024).

Scaffolding refers to providing contextual supports for meaning through the use of simplified language, teacher modeling, visuals and graphics, cooperative learning, and hands-on learning (Ovando, Collier, & Combs, 2003, p. 345). The teacher of second language learners has to facilitate that support. Then, "as students become more proficient, the scaffold is gradually removed" (Diaz-Rico & Weed, 2022, p. 85). Three types of scaffolding have been identified as being especially effective for second language learners. First, simplifying the language: The teacher can simplify the language by shortening selections, speaking in the present tense, and avoiding the

use of idioms.

**Cloze Reading** - It is an instructional strategy where users are required to fill in the blanks within a passage with correct words from a word bank. Cloze reading is used to assess a student's understanding of vocabulary. (STAR reading is an online assessment program that enhances cloze reading passages. March 22, 2024). A Cloze Test (also called the “cloze deletion test”) is an exercise, test, or assessment consisting of a portion of text with certain words removed (cloze text), where the teacher asks the participant to restore the missing words. Cloze tests require students to understand context and vocabulary to identify the correct words that belong in deleted passages of a text. Research indicates that teachers at many elementary schools require their students to read books and materials that they often struggle to read. This condition is largely based on the graded system, which assumes that all children learn all things at virtually the same time. It seems imperative that teachers choose materials that match the students’ reading skills.

Teachers contextualize instruction by referring to authentic practices related to the topics being taught in order to deepen domain knowledge (Baldwin, 2023; Cammarata, 2021; Chaplin & Manske, 2022; Craig, 2022; Englert, 2022; Keselman, Kaufman, Kramer, & Patel, 2022; Van Damme, & Walker, 2020; Nikitina, 2006; Nokes, Dole, & Hacker, 2022; Rivet & Krajcik, 2022; Schultz, 2021; Wooden, 2023). In a related manner, problem-based learning states the learning of content in authentic, everyday life situations. Contextualization is also used in the teaching of oral reading skills to English learners, where coursework and everyday life practices are the simultaneous focus of instruction (Mak & Coniam, 2024). Contextualized approaches have also been used within teacher education to pre-service teachers to integrate literacy into content area instruction (Marri et al., in press; Perin et al., 2019) and to increase their sensitivity to their learners’ real-life situations (Darling-Hammond & Snyder, 2000; Pugach, Longwell-Grice, Ford, & Surma, 2008). Another version of contextualization is found in “situated learning,” which conceptualizes education as a network of social interactions that form the basis of knowledge and skill. Having noted these other uses, we return to the current concern, the contextualization of basic skills instruction.

The goal of contextualization is to create conditions for more effective learning, expressed, for example, in higher grades and rates of retention in courses, and through progression to more advanced coursework. Whether instruction is contextualized or integrated, the connection of basic skills instruction to applications and life goals is consistent with constructivism, which places students’ interests and needs at the center of education (Dowden, 2022). The theoretical literature suggests that both cognitive and affective mechanisms underlie the expected improvement in learning outcomes. From a cognitive perspective, contextualization is thought to promote transfer of learning and improve the retention of information (Boroch et al., 2021; Fuchs et al., 2022; Stone et al., 2021). When information is learned in a context similar to that in which the skills will actually be needed, the application of learning to the new context may be more likely. Stone et al. (2021) hypothesized that “The creation of explicit connections between situations is critical if students are to transfer their knowledge and skills outside the classroom, whether it is to another context or to an abstract testing situation. Perin's (2021) study, the contextualization of basic skills in disciplinary content is used in elementary, secondary, and postsecondary education as a way to engage students, deepen content learning, and promote transfer of skills. The approach is well grounded in psychological theories of transfer and motivation.

**Metacognitive Development** - It provides learners with comprehension skills to talk about their learning, such as self-assessments, note-taking, studying techniques, and vocabulary assignments. This study examined the effects of metacognitive strategies to help beginning young learners with difficulties in increasing and retaining vocabulary. Following this instruction, students underwent a set of five interventions based on the cognitive academic language learning approach instructional model. These interventions, together with journaling progress, were used to train them in the use of the metacognitive strategies of planning, monitoring, and evaluating. The findings showed that metacognitive strategy training has positively contributed to vocabulary acquisition skills, as participants were able to raise consciousness about some learning strategies and the use of metacognitive strategies to increase their vocabulary learning (Diaz, I. 2022).

Metacognitive strategies are methods used to help learners understand the way they learn; processes learners use to think about their own thinking. As they become aware of how they learn, learners will use metacognition in order to efficiently acquire new information, and consequently, become more independent in their learning (Kolaric, L. 2021). It is important to mention that metacognition comprises two basic components: metacognitive knowledge/awareness and metacognitive strategies. Metacognitive knowledge/awareness is the learner's understanding of their own reading learning processes, while metacognitive strategies refer to learners' regulation and management of their learning, which encompasses a wide range of activities, such as selecting the most useful strategies for a particular reading task; planning, monitoring, regulating and evaluating one's learning (Schraw, Crippen & Hartley, 2023; as cited in Raoofi, Chan, Makundan & Md Rashid, 2023). Metacognition is an appreciation of what one already knows, together with a correct apprehension of a learning task and what knowledge and skills it requires, combined with the ability to make correct inferences about how to apply one's strategic knowledge to a particular situation and to do so efficiently and reliably. (p. 2)

**Schema-Building** - It helps learners to see the relationships between various concepts, such as compare and contrast, jigsaw learning, peer teaching, and projects. It is a process in which new information is integrated into a network of prior knowledge, or a schema, so that students recognize connections to previously learned material and see how they can apply prior knowledge to new situations. There are two approaches to reading comprehension: the product-oriented approach and the process-oriented approach. The product-oriented approach uses the text itself to understand the meaning. We use pre-reading in this approach to clarify the meaning of difficult words. In the process-oriented approach, the meaning of a text is developed through the interaction between the reader and the text. What is inside our heads helps us apply the meaning to what we just read. Background knowledge is the information we have stored in our heads; another word for this is Schema.

Schema is the knowledge in our heads that helps us develop reading comprehension. Schema, or background knowledge, is a "hypothetical mental structure for representing generic concepts stored in memory" (Ajideh, 2023, p.4). A schema is very beneficial to reading comprehension because it uses what we already know and helps us apply it to the task at hand. A schema is created through life experiences and helps us build up knowledge that we can apply to all aspects of our lives. For example, someone telling you the stove is hot is not the same as touching the stove and learning that it is hot! We must touch the stove to know what hot is; therefore, our background knowledge of a hot stove will teach us to be careful in the future. If a reader does not have the proper background knowledge on the text, it may lead to the reader not comprehending the text. There are strategies that can be used to help build their schema, and most of them should be done before the text is read.

Pre-reading activities are designed to motivate the students to want to read and to prepare them to be able to read the text. "Pre-reading activities must accomplish both goals: building new background knowledge as well as activating existing background knowledge" (Scott, 2021). Pre-reading activities include visual representations of the text. For example, a Schema Tree may be used to build on a basic concept. The basic concept would be the tree trunk, and as the students read, the advanced information they acquire becomes the branches. Semantic Maps are also a great activity because it shows how ideas are related to each other and to the student's prior knowledge of the topic. You can (even with the help of your students) create a word list from the text and then discuss the meanings of the words with the class. Then you discuss with the class how to cluster the words and how they are related to each other. Then you have them help you create a map that helps show the relationship that exists between the words.

**Modeling** - Modeling can be a uniquely powerful strategy. Done correctly, your students will emulate anything and everything you model with remarkable accuracy. The key is to model in such a way that causes them to picture themselves following the precise path you create for them. They must be able to visualize completing each step along the way before it can become a reality, which takes not only a skillful performance from you, but also from one of your students. When you know that the success of the lesson hinges on how well the chosen student performs, you become hyper-aware of your presentation, striving for clarity, specificity, captivation, and even humor. As for who to select, the goal is that it shouldn't matter. The goal is to get to the point in your modeling and classroom

management skills that you can pull a name out of a hat. No matter what you teach or what grade level, anything and everything you want your students to be able to do should be modelled. Every transition. Every task. Every routine and procedure. Show them what you expect. Lead them from the beginning, through every footfall, to a successful finish. Then choose a student to check your work, to walk the untrodden path, to let your class know that it's okay to proceed (Michael Linsin, 2022).

**Assisted Reading** - In assisted reading, learners read materials to gather with a fluent reader. Although there are several different versions of assisted reading, all support the reader who is struggling with fluent word recognition. Most assisted reading strategies can be used with one individual or a group of students. There are many reasons why reading is an excellent way to develop fluency. (1) The teacher's support makes reading a nonthreatening activity. (2) Because word recognition efforts are supported by a fluent reader, students can pay attention to meaning and actually enjoy the selection. (3) Assisted reading gives a model of fluent reading. Students are exposed to the way that reading should sound, and have a model to work toward. Too many poor readers are exposed to the halting, choppy reading of their peers. (4) Assisted reading gives much practice in reading in context. It also motivates students to read more since, after joint readings, students often read the very same books independently. The eventual goal of assisted reading is to promote independent reading. It is important that the teacher gradually provide less and less support.

In the beginning, teachers may simply read to the students, inviting them to participate and say words when they feel comfortable. The teacher may begin by reading an entire selection together with the students. Gradually, however, the teacher's role should be reduced so that students learn that they can read a new book on their own. Taguchi, Melhem, & Kawaguchi (2021) study, reading fluency is a critical component of reading proficiency in both the L1 and L2. It lays a foundation on which readers build their reading skills to become strategic and versatile in using a variety of cognitive and metacognitive strategies of reading. Assisted Reading is a flexible method for developing reading fluency for L2 readers of varying levels of reading proficiency. Complementary to Extensive Reading, assisted reading provides L2 readers with powerful scaffolding, which empowers them to read faster and comprehend better. First, we discuss why reading fluency is critical in L2 reading, then provide a brief overview of methods for developing reading fluency in L2, and finally suggest Assisted Reading as a flexible and promising approach for that purpose.

For L1 and L2 readers, it takes a great amount of time and effort to develop fluency in reading, as L2 readers often lack sufficient reading input needed to develop their fluency (Beglar & Hunt, 2023). Quoting the biblical phrase "the rich get richer, and the poor get poorer," This is the so-called "Mathew Effect" to describe a vicious circle in which poor readers without adequate fluency are trapped. Due to their underdeveloped fluency, these readers simply do not read much. This limits opportunities to develop necessary reading skills, potentially preventing them from ever becoming good readers in their lifetime. In contrast, readers with well-developed fluency are willing to read often, which leads to reading skills acquisition and good comprehension. This scenario is often typical of L2 readers as well.

To develop reading comprehension adequate to sustain efficient reading, L2 reading researchers agree that L2 readers require a great amount of reading input, although the amount necessary may vary slightly among them. Related to general language proficiency, Segalowitz (2020) stated that native speakers of English will have had about 10, 000 hours of exposure to input of various forms by the age of 4 or 5. A large quantity of input is considered an essential criterion of achieving the level of fluency expected of native speakers of English. In terms of reading comprehension, Nation (2022) estimated the amount of needed exposure to print recommended to develop native fluency to be 500, 000 words per year. He also indicated this rate of exposure should continue for several years (cited in Beglar & Hunt, 2023). Beglar and Hunt (2023) suggested exposure to 200, 000 words for L2 readers as a decent and attainable yearly reading goal, based on the findings of their study. These specific suggestions indicate that L2 readers require a great deal of exposure to print to become good readers.

One major cause of slow reading in L2 learners lies in their underdeveloped word recognition skills (Grabe &

Stoller, 2022). As in L1, automatic word recognition skills are a critical component of fluent reading in L2. Only a substantial exposure to print allows L2 readers to develop such skills. Grabe and Stoller (2023) suggested that there are two obstacles to helping L2 readers develop automatic word recognition skills. The first is that the role of automatic word recognition is not well understood, and the second is that it is difficult to provide L2 readers with ample opportunity to develop rapid and automatic recognition skills of vocabulary words. A strong correlation between high levels of oral proficiency and better word recognition leads L2 researchers and teachers to think that good word recognition skills are a natural product of oral skills development.

***Simultaneous Assisted Reading*** - In this assisted reading strategy, the teacher simply reads along with the students. The teacher sets the pace and resists the temptation to slow down to the reading rate of the student, who will always lag slightly behind. When a student meets an unfamiliar word, the teacher pronounces it, and they move on. (If a group is reading with the teacher, few involved in the activity will even notice that one student did not know a word.) There will be times when you will notice a drop in volume at a certain word; you can then mark this word as a possible problem and teach it after the reading is finished. Simultaneous reading can be changed to meet the needs and levels of your students. Sometimes, the teacher may fade out at key words and phrases to assess whether students can identify them independently. At other times, the teacher may have several students read a page together without teacher assistance. Simultaneous assisted reading is most effective when combined with repeated reading of the same book on the same story. To foster independence, in each subsequent reading, the teacher participates less and less. (Paz, 2021)

***Echo Reading*** - Echo reading is a rereading strategy designed to help students develop expressive, fluent reading, as well as used for print knowledge. In echo reading, the teacher reads a short segment of text, sometimes a sentence or a short paragraph, and the student echoes it back. "Echo reading works best for short segments of text as particularly well-suited for beginning readers" (Jennings, Caldwell, and Lerner, 2020). Since the strategy can be used to develop both print knowledge and fluency, there are different techniques within the strategy to be used to differentiate between the two literacy development areas. It is important that in this strategy that teacher makes sure to use pointing when reading so students can gain the letter-to-print concept.

The justification is "It shouldn't be a surprise to learn that students must hear fluent readers begin modeling if they are to understand how they should sound when they read fluently (Miller and Veatch, 2021). Since echo reading uses modelling as another form of assisted reading, students are able to gain the support and guidance they need to understand print concepts as well as to develop fluent reading skills. Vygotsky's theory about modelling and scaffolding for students to gain a better understanding of a topic or to develop their skills is spot on with this strategy, because the teacher models for students and then students join in with her/her before they are able to ever do the reading of the same text on their own. Also, students are working with an educated adult working on fluency as well as others, so they are gaining the social aspect of his theory as well (Gunning, 2022). Also, another part of this reading strategy that helps students is the point aspect. "Many children involved in finger-pointing reading studies have reported that they use a system of counting words across the line of print to help them identify specific words" (Jennings, Caldwell, and Lerner, 2023). When students are following along by pointing, they clearly see every word that they come across. "There's an emphasis that the strategy is much more complex than it appears to be. Research has shown that matching speech to print is an underlying skill of a specific word learning" (Jennings, Caldwell, and Lerner, 2023). These two statements and the research stated in our text clearly show the benefits of pointing during the echo reading strategy.

The steps are: select a book related to topic, usually predictable with a limited print; first read the entire book modelling what a fluent reader would sound like and do; teacher models fluent reading of a short segment, usually one sentence; teacher has students repeat or echo the segment she just read; teacher reads next sentence and has echo... repeat until done; TEACHER ALWAYS NEEDS TO POINT WHEN READING. In this strategy, it is also beneficial specifically to individual students, such as first, emergent readers- these students need enriching and enjoyable experiences with books, especially picture books. Sharing books over and over, extending stories, relating experiences to both print and pictures, and guiding students to read," helps children begin to make

predictions about what they are reading” (Reading Rockets 2021). Since this strategy involves rereading a book and uses picture cues, it will help our emergent readers develop even stronger skills in these areas of literacy development. Second, Speech students – this strategy would help students who have a speech impairment or disability, because they can hear the teacher read fluently and relate the words to the vocal sound and pronunciation. Third, Students with disabilities- for example, a student with Down syndrome, this specific reading strategy would allow him/her to receive the collaboration in which many enjoy!

The differentiation is: First, start with a few words before the whole sentence for new or struggling readers. Second, use one-on-one working times. Third, once students understand the concept, have them do it in pairs or small groups that are organized by the teacher. Fourth, find levelled and appropriate books. Fifth, find books that will relate to the student, so he or she can connect their prior knowledge and background knowledge. Sixth, make sure to point out visual images and pictures on the page, and discuss why those help with understanding the text.

**Choral Reading** - In choral reading, a group of students practices orally reading a selection together in order to perform it. The students read the entire selection together in different groups, and then read different parts. Because students find choral reading enjoyable, they willingly practice the word recognition that helps them to give a polished performance. Low achieving readers enjoy this activity because it gives them the satisfaction of delivering a well-rehearsed, expressive rendition. Choral reading is particularly suited to selections, such as poetry, that contain rhythm and rhyme. (Preltsky, in the New Kid on the Block). Choral reading is a literacy technique that helps students build their fluency, self-confidence, and motivation in reading. During choral reading, a student or a group of students reads a passage together, with or without a teacher. Choral reading can be done individually, in small groups, or as a whole class. According to Reading Rockets (n.d.), there are three main reasons why choral reading is beneficial, and they include: it provides a model of fluency, it improves sight word recognition, and it allows practice and support.

Reading Rockets also mentions that teachers need to make sure the passage that they choose for choral reading is at the student’s reading level. Therefore, the students fully comprehend what they are reading. Typically, when teachers choose choral reading passages, the passages include some type of rhyme or rhythm. There are many different ways to do choral reading in a classroom, and here are some examples: Groups of students take turns reading different pages; Everyone in the class reads the whole passage together; Boys read lines 1-3, and girls read lines 4-6; and the teacher models how to read a sentence, then the students read that sentence together. According to Jennings, Caldwell, and Lerner (2023), “because students find choral reading enjoyable, they willingly practice the word recognition that helps them to give a polished performance” (p. 213). If learners enjoy choral reading, they might have more motivation when they are reading, and this is very important for struggling readers and really any reader. Also, Jennings et al. mention that low-achieving readers enjoy this activity (choral reading) because it gives them the satisfaction of delivering a well-rehearsed, expressive rendition” (p. 213). Students who have difficulties with fluency can really benefit from choral reading, because it provides them with a model and practice.

Choral reading is an interpretative reading of text by a group of voices. Students may read individual lines or stanzas alone, in pairs, or in unison. The teacher also reads to help set the pace, as well as model proper pronunciation. This strategy helps students learn and master the following, such as: First, it helps students learn to decode. Second, it develops effective and fluent read-aloud skills. Third, it improves sight vocabulary. Fourth, it helps students learn to pronounce new words by hearing others reading aloud at the same time. Fifth, it helps students understand rhythm, meter, patterns, rhymes, and characters. Sixth, it demonstrates the importance of oral tradition. Choral reading is worth using because reading aloud effectively and fluently is a very difficult skill. It takes practice to improve. Unfortunately, this is an activity that causes performance anxiety among many students of all ages. By doing a group reading, students can get the practice they need without having to feel anxious or embarrassed about their reading ability. The steps in choosing or picking a story for choral reading are the following: First, make the selection relatively short. Second, keep it simple. Choose material that the child can read. Third, look for something with a catchy title that will put imaginations to work. Fourth, select a poem or

story that will come alive when read aloud – words with fascinating sounds, contrast of some sort that can be interpreted, mood that can be enhanced through oral interpretation, or dialogue that bears the stamp of personality. To get comfortable with the selection, each reader reads the whole selection that is going to be chorally read. One can read it aloud with the other person following along silently. Then the readers read the piece together.

**Partner Reading** - In partner reading, learners read in pairs, usually alternating pages. This provides extensive reading practice for both students. Partner reading can be an effective way to help students with reading problems develop fluency. Partner reading is a cooperative learning strategy to increase comprehension. Partner reading is when students read an assigned text with a partner. The students take turns reading. They may take turns reading every other sentence or every other page. Once the students finish reading with their partner, they can switch and read the text with a different partner. Teachers can pair students together based on their reading level. The teacher may want to pair a higher-level student with a lower-level or English Language learner student. This way, the students can help each other out as they read the text. According to Wayne Wright (2022), “partner reading, in which partners read alternating sentences aloud to each other because it provides opportunities for students to practice comprehension strategies, comprehend content, and practice appropriate prosody” (Wright, 2025). As the students are reading out loud to each other, the teacher may take the time to walk around the classroom and listen to the students as they read. If the teacher notices certain words or areas that the students are struggling with, then the teacher may reteach or do a mini-lesson on that specific area.

In visual representations, partner reading is highly recommended. Both readers are active during the partner reading. One reader is tracking as she reads, and the other reader is listening and following along. They are both sitting next to each other and sharing the book by having the book in between them. Partner reading is incorporated into reading lessons quite often. The teacher may assign a specific reading to the students. The teacher will then pair the students up and have them read together. If the teacher partners high-level students with lower-level students, then this provides scaffolding for students. As the students are reading, the teacher may take this time to walk around and take note of any areas the students are struggling with. After the students are done reading, the teacher will pull the students back together and teach a mini-lesson on the areas the students struggle with. After the mini lesson, the teacher may give the students a comprehension questions worksheet in which they have to fill out and complete with their partner as a formative assessment for the teacher (Wright 2021).

### 2.3 Local studies

As they develop a spring foundation in their L1 (mother tongue), children are gradually introduced to their second language, L2 (Filipino and English), first orally, then in written form. With adequate L2 instruction, cognitive skills and comprehension can now transfer to the L3). 1. Mudiano’s study in the Chiapas highland of Mexico found that indigenous children efficiently transferred literacy skills from the L1 to the L2 and to L3 and outperformed monolingual speakers. 2. The Rivers Readers Project, also in Nigeria, as mentioned by Oler (2021), showed how English materials of reasonable quality could be developed even where resources were scarce and even for previously underdeveloped languages with a small number of speakers. Communities themselves provided competent speakers and funds for language development. 4. Large-scale research on Filipino-English bilingual schooling in the Philippines Gonzales and Sibayan (2023) found a positive relationship between achievement in the two languages, and found that low student performance overall was not an effect of bilingual education but of other factors, especially the low quality of teacher training.

In the Philippine context, Bernardo (2023) highlighted that reading comprehension among Filipino learners is influenced by linguistic diversity and socio-cultural factors, necessitating instruction that is both contextualized and language-sensitive. Furthermore, the Department of Education (DepEd, 2019) underscored in the K to 12 English Curriculum Guide that comprehension is a core competency that enables learners to analyze, evaluate, and apply information across disciplines. Recent international assessments, such as the Program for International Student Assessment (PISA, 2020), revealed that Filipino students scored below the global average in reading literacy, signaling the need for strengthened instruction and interventions in comprehension skills. These studies

collectively affirm that reading comprehension is not only essential for learning but also a lifelong skill that supports critical thinking, problem-solving, and meaningful participation in society.

In the Philippine context, Dayagbil (2022) noted that integrating reading strategies within contextualized and meaningful activities improves comprehension outcomes among elementary learners. The Department of Education (DepEd, 2022) likewise highlighted in the K to 12 English Curriculum Guide that teaching explicit reading strategies is essential for developing critical, analytical, and reflective readers. Collectively, these studies affirm that systematic instruction in reading strategies fosters learners' ability to derive meaning, think critically, and apply comprehension skills across academic and real-life contexts.

**Contextualization** - It familiarizes unknown concepts through direct experience, examples: demonstrations, media, manipulatives, repetition, and opportunities. It is putting language items into a meaningful and real context rather than being treated as isolated items of language for language manipulation practice only. Contextualizing language tries to give real communicative value to the reading comprehension that learners encounter. The context can help learners remember the content and recall it at a later date. Learners can use natural learning strategies to help them understand contextualized language, such as guessing meaning from context. In the classroom, contextualization can be as simple as providing an example sentence that uses a new word, or as complex as preparing a telephone role-play to practice functional language.

**Partner Reading** - In partner reading, learners read in pairs, usually alternating pages. This provides extensive reading practice for both students. Partner reading can be an effective way to help students with reading problems develop fluency. Partner reading is a cooperative learning strategy to increase comprehension. Partner reading is when students read an assigned text with a partner. The students take turns reading. They may take turns reading every other sentence or every other page. Once the students finish reading with their partner, they can switch and read the text with a different partner. Teachers can pair students together based on their reading level. The teacher may want to pair a higher-level student with a lower-level or English Language learner student. This way, the students can help each other out as they read the text. According to Wayne Wright (2022), "partner reading, in which partners read alternating sentences aloud to each other because it provides opportunities for students to practice comprehension strategies, comprehend content, and practice appropriate prosody" (Wright, 2025). As the students are reading out loud to each other, the teacher may take the time to walk around the classroom and listen to the students as they read. If the teacher notices certain words or areas that the students are struggling with, then the teacher may reteach or do a mini-lesson on that specific area.

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**Simultaneous Listening/Reading** - In this assisted strategy, students listen to cell phone recordings (with the aid of a speaker) of material while, at the same time, following along with a book. Simultaneous listening/reading has been used successfully with different age levels. However, we have found that students sometimes do not follow along in the book, preferring to simply enjoy listening to the cell phone. Although listening while reading has been practiced mostly in the primary grades, the technique has had success when using young adult literature for English language learners (ELLs) in middle schools and in secondary schools. One study, however, looked at listening while reading in older, university-level EFL students. Taguchi, Takayasu-Maass, and Gorsuch (2014)

investigated fluency and comprehension gains from simultaneously reading and listening to the same text by Japanese students with beginning-level English proficiency. This study involved comparing two approaches to reading instruction: repeated reading and extensive reading. The authors concluded that, over the course of 17 weeks, repeated reading in conjunction with simultaneously listening to the text being read was just as effective as extensive reading in producing gains in reading fluency and comprehension. However, their conclusions must be considered in light of two methodological concerns.

According to Woodall (2021), it is reasonable to assume that fluency is what the simultaneous readers/listeners gained. If comprehension is the goal of reading, fluency is perhaps its gestalt. Without fluency, there is probably very little engagement or pleasure in reading. Unfortunately, anyone who has taught L2 learners, especially at the basic level, knows that this engaged reading experience is practically unknown to the beginning-level L2 learner reading an L2 text. For these learners, reading is a halting process, full of stops and puzzlement. Engagement is not possible without fluency, and the consequences of faltering or failed engagement in the reading task can lead to further failures and fewer attempts to succeed at reading: “Unrewarding early reading experiences lead to less involvement in reading-related activities.”

#### *2.4 Learning package*

A learning package serves as a structured and self-contained instructional material designed to facilitate independent and guided learning. According to Brown (2021), a learning package is an organized collection of lessons, activities, and assessments intended to help learners achieve specific learning outcomes at their own pace. Kemp (2024) emphasized that such packages promote learner autonomy and engagement by providing clear objectives, sequenced learning tasks, and formative feedback. In the context of basic education, the Department of Education (DepEd, 2020) introduced learning packages as part of the modular distance learning approach to ensure continuity of instruction during the implementation of alternative delivery modalities. These packages typically include learning objectives, content discussions, guided exercises, and assessment tools aligned with curriculum standards. Research by Corpuz and Lucido (2023) revealed that well-designed learning packages enhance comprehension, retention, and motivation among learners by integrating multimedia and interactive elements. Furthermore, studies by Bautista (2021) and Delos Santos (2022) demonstrated that contextualized and competency-based learning packages significantly improve literacy and reading performance among elementary students. Overall, literature supports that learning packages are effective instructional tools that promote independent learning, mastery of content, and the development of essential skills in varied learning environments.

***Preparation of Instructional Materials*** - Boado (2023) pointed out that preparing a teaching aid for every skill to be developed will motivate the learner to learn better, rather than teaching and learning verbally with limited or without a device. Having devices for every activity makes the job easier on the part of the teacher and keeps the learners busy with learning. Most educators generally agree that the creative use of a variety of instructional materials will increase the probability that students will learn more, retain better, and develop the skills they are expected to perform. Apart from their ability to process meaningful sources of information, instructional materials help the teacher with the means for extending their horizon of experience, as well as providing the teacher with rich sources of procuring communicative materials which could be produced jointly by the teacher and the students.

Several studies have been conducted to test the value of instructional materials and other sensory devices. These studies have proved that instructional materials, when properly used in teaching and learning situations, can accomplish a lot of complex tasks. The instructional materials also offer real experiences, giving the teacher a basis for thinking and understanding. They supply a concrete basis for conceptual thinking and therefore reduce meaningless responses of students. At the same time, they overcome the limitations of time, space, and size by helping the student to understand things that are too small or too big, or too slow, or too fast. Therefore, instructional materials can provide members of a group with a joint or common experience. They also break language barriers and ease difficulties and, in the end, make the lesson more meaningful. They save time and thus enable students to grasp deals more effectively and faster. Likewise, they help to simplify and emphasize facts and

clarify difficulties. (Jihat al-Islam, 2013). They reinforce other teaching methods and materials. They improve the efficacy of other methods and the effectiveness of the teaching process. However, before a teacher selects his instructional materials, he should consider the following, which serve as his criteria for selection.

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### 3. Methodology

This section presents the research design, sources of data/locale of the study, instrumentation, and tools for data analysis.

**Research Design** - This study utilized the descriptive-developmental type of research. Descriptive studies are aimed at finding out “what is,” so observational and survey methods are frequently used to collect descriptive data (Borg & Gall, 2020) as cited in the Handbook of Research for Educational Communication and Technology. According to Calmorin (2022), the descriptive method of research is appropriate when the study focuses on the present condition and when the purpose is to find the truth. Descriptive studies are of large value in providing facts on which scientific judgments are based. The descriptive evaluation looked into the status of English Language instruction in the public elementary schools of Paryok Elementary School, along with English reading performance. It is likewise evaluative because the level of content validity of the proposed learning package will be assessed. It is also developmental because, based on the assessment of the status of English teaching, an instructional material will be developed.

**Sources of Data/Locale of the Study** - Thus, the study involved three (3) sets of respondents: those who assessed the status of English language instruction in terms of strategy and methods, the key stage 2 learners who were tested on their comprehension ability, and the experts who validated the teacher-made interactive reading activity. Those who assess the status of English reading comprehension instruction are the key stage 2 teachers of Parioc Elementary School, Candon City, Ilocos Sur. The validators are comprised of three (3) 3 master teachers teaching stage 2 learners and two (2) school administrators.

**Instrumentation and Data Collection** - There were three sets of questionnaires used in this study. The first set was administered to Grade 4,5 and 6 teachers in Parioc Elementary School of Candon Division. Part II is a questionnaire that was administered to the key stage 2 learners of Parioc Elementary School to test their level of

comprehension ability. The third set of questionnaires was validated by a pool of experts in order to determine the suitability of the teacher-made interactive learning material for reading comprehension. The tool was presented to the researcher's adviser and to the reading committee of the Graduate School, Osias Educational Foundation, Balaoan, La Union.

***Theoretical Framework/ Conceptual Framework of the Study*** - This study is anchored on the following theories and concepts. In the theory of configuration, which was based on the Gestalt theory of learning, the teacher is expected to ensure that the transfer of learning is attained. It holds that the transfer of acquired patterns of response to new experience depends upon the insight of the learner into the total to use those patterns' situation to enable him to use those patterns. The teacher, therefore, is expected to guide the learner by developing tools such as stories for the improvement of their English language and other instructional materials. These materials are very useful in helping the pupils develop their critical thinking. The theory further implies that what is learned in one situation can be shifted directly to another situation only when similarity in content, method, or attitude of the situations is perceived by the learner.

Dewey's theory claimed that the child's growth and development as an individual depend on his experiences and self-activity. It emphasizes that educational concern must be on the child's interest, desires, and the learner's freedom as an individual rather than on the subject matter. It asserts that learning is a dynamic or active process, and a learner learns best if they are an active participant in the learning process. Therefore, the activities and experiences to be provided by the school through the use of instructional materials should meet the needs and be in accordance with the abilities of every child. In the same manner, the theory of motivation exerts a tremendous force on what is learned and how and when it will be learned. Motivation often makes the difference between learning what is superficial and shallow and learning what is deep and internalized. For children to become motivated lifelong readers, they need to engage in a wide variety of reading contexts and experiences on daily basis, and where reading is done to, with, and by the children. Thus, the learner must repeat or practice what he has learned in order to remember.

Thorndike (1997) in his law of exercise stated that the more frequently a bond is exercised, the stronger it becomes, and the better the performance. The more reading materials presented to the learners to read and see, the more successful they become. Skinner's Reinforcement Theory, as mentioned by Bustos (1989), contends that if a learner is given the chance to do something and he achieves pleasant and worthy results, he is likely to do it again. This is well evidenced when the learner is given the instructional material and, after the lessons, performs the evaluation phase, after which he checks his work against the Feedback. If he feels a high result, he is encouraged to move on and will enjoy answering the exercises in the learning material. Relatively, Dale (1986) theorized that unless learning experiences are within the learners' interest and comprehension levels, little or no progress is made towards achieving goals. Thus, a learning material written in English, which is the medium of instruction in some learning areas, will facilitate the learner's comprehension. To a person, his reading comprehension is a "blessing in disguise". It is not merely a timetable subject in his education, but is forced upon him from all sides. It is learned by both the direct and conscious and the indirect or unconscious method. The direct method supplements and regulates the knowledge gained by hearing. The English language is an indispensable instrument for the development of the intellectual, moral, and physical aspects of education. It is a subject taught in which other subjects can be tackled, understood, and communicated.

The English reading program used the learner's third language, known as L3, to teach reading and writing skills along with academic content. The L3 allows children to express their full range of knowledge and experience and demonstrate their competence, which pedagogical approaches like those of Piaget and Vygotsky would support as productive for learning (Richardson, 2023), Krashen (2020) established, the second language as foreign language known as L2, should be taught systematically so that learners can gradually transfer skills from the familiar language to the unfamiliar one. Transfer of linguistic and cognitive skills is facilitated in bilingual programs. The pedagogical principles behind this positive transfer of skills are Cummins' (2021) interdependence theory and the concept of common underlying proficiency, whereby the knowledge of reading literacy and

concepts learned in Filipino can be assessed and used in English reading. Ivancerich (2021) made a recent theoretical position that performance and effectiveness are functions of good teaching. The teacher should be positive towards changes and innovations so as to improve their teaching. The pupils learn faster with the use of teaching aids, but the instructional aids should be adapted to individual needs. This is imperative to meet the growing demands for better performance of learners.

Based on the foregoing theories and concepts, this study, as conceptualized, is presented in a paradigm in Figure 1, which represents the processes involved in the development of interactive learning materials to be used by the stage 2 learners. The input variables included the status of English comprehension in terms of strategies and methods used by the teachers, and the English Curriculum Guide. The process variables include the analysis of the level of English reading comprehension, the review of the English language curriculum guide, the utilization of the reading comprehension test, the formulation of interactive reading activities, and the validation. The Output is an interactive reading activity.

#### 4. Results and Discussion

**Profile of Teachers** - The profile of teacher-respondents is presented to provide a clear understanding of their demographic and professional characteristics. Specifically, it includes their age, sex, civil status, educational attainment, and relevant training. These variables are important as they may influence teaching practices, professional growth, and the overall effectiveness of instruction. By describing the teachers' profile, the study establishes a basis for analyzing how these factors relate to the outcomes of the research.

**Table 1**  
*Profile of Teachers*

AGE	FREQUENCY	PERCENTAGE
60 years old and above	0	0
55 years old- 59 years old	0	0
50 years old- 54 years old	1	25
45 years old- 49 years old	1	25
40 years old- 44 years old	1	25
35 years old- 39 years old	0	0
30 years old- 34 years old	1	25
25 years old- 29 years old	0	0
20 years old- 24 years old	0	0
19 below	0	0
Total	4	100
SEX	FREQUENCY	PERCENTAGE
Male	1	25
Female	3	75
Total	4	100
CIVIL STATUS	FREQUENCY	PERCENTAGE
Single	1	25
Married	3	75
Separated	0	0
Widow	0	0
Total	4	100
EDUCATIONAL ATTAINMENT	FREQUENCY	PERCENTAGE
EDD/PhD Graduate	0	0
Completed EDD/ PhD Academic Requirement	0	0
With EDD/PhD units	0	0
MAED Graduate	0	0
Completed MAED Academic Requirement	1	25
With MAED units	3	75
BEED/BSED Graduate	0	0
Total	4	100
LEVEL OF RELEVANT TRAINING	FREQUENCY	PERCENTAGE
International	0	0
National	1	25
Regional	1	25
Division	4	100
District	4	100
School	4	100

Table 1 reveals that the teacher-respondents are distributed across four age brackets: 30–34, 40–44, 45–49,

and 50–54 years old, with each group representing 25 percent of the total population. This indicates that the respondents are predominantly in the middle adulthood stage, a period often associated with professional stability, accumulated teaching experience, and developed instructional competence. In the context of enhancing reading comprehension among learners, age can be linked to teaching effectiveness, particularly in terms of experience and instructional strategies. Studies suggest that teachers within the middle age range tend to demonstrate stronger classroom management skills and a wider repertoire of teaching approaches, which are essential in delivering reading interventions. According to research in education, experienced teachers are more capable of adapting reading strategies such as guided reading, differentiated instruction, and comprehension monitoring to meet learners' needs.

Furthermore, the absence of very young and near-retirement teachers may imply a balance between energy and experience among the respondents. Younger teachers often bring innovation and familiarity with new teaching technologies, while older teachers contribute deep pedagogical knowledge. However, the current distribution suggests that the respondents are at a stage where both competence and adaptability are present, which is advantageous in implementing reading comprehension programs. Related studies have shown that teacher experience, often associated with age, significantly influences learners' reading outcomes. Teachers with more years in service are better equipped to diagnose reading difficulties and apply appropriate interventions. Thus, the profile of the teachers in terms of age supports the potential effectiveness of the proposed reading intervention program, as they possess the maturity and professional expertise necessary to enhance learners' reading comprehension skills. The data further present the profile of teacher-respondents in terms of sex, civil status, educational attainment, and level of relevant training. In terms of sex, the majority of the respondents are female, comprising 75 percent, while male teachers represent only 25 percent. This reflects the common trend in the teaching profession, particularly in elementary education, where female teachers dominate. Studies have shown that female teachers often exhibit strong nurturing and supportive teaching styles, which are beneficial in developing learners' reading comprehension, as these require patience, guidance, and continuous feedback.

In terms of civil status. The majority of the respondents are married, accounting for 75 percent, while 25 percent for smaller portion of the group. This may suggest a level of personal stability and responsibility, which can positively influence their professional commitment and teaching performance. Research indicates that teachers with stable personal lives tend to demonstrate greater dedication and consistency in implementing instructional programs, including reading interventions. With regard to educational attainment, 75 percent of the respondents have units in the Master of Arts in Education (MAEd), while 25 percent have completed the academic requirements of the same program. This indicates that all respondents are engaged in graduate studies, reflecting their commitment to professional growth. Higher educational attainment is associated with improved pedagogical knowledge and the use of more effective teaching strategies. Related studies emphasize that teachers pursuing advanced education are more equipped to apply varied and research-based approaches in teaching reading comprehension, such as differentiated instruction, explicit comprehension strategies, and assessment-based interventions.

In terms of relevant training, all teachers have attended school-, district-, and division-level trainings (100 percent), while only 25 percent have participated in national and regional trainings, and none have attended international trainings. This suggests that while teachers are actively involved in professional development at the local level, their exposure to broader and more diverse educational practices is limited. According to related studies, continuous professional development, especially at higher levels, enhances teachers' competence in implementing innovative and effective reading programs. Training provides teachers with updated strategies and techniques that are essential in addressing learners' reading difficulties. The profile of the teachers indicates that they possess adequate qualifications and relevant training to support the implementation of reading comprehension interventions. However, expanding their exposure to national and international trainings may further enhance their capability to adopt more advanced and globally informed strategies in improving learners' reading comprehension skills.

**Table 2**  
*Level of Adequacy of Learning Material*

Learning Materials	M SD	DER
Books	3.40 1.84	HA
Module	3.40 1.84	HA
Skill book	3.50 1.87	HA
Big book	3.55 1.88	HA
Flash cards	4.19 2.04	HA
Reading activity	3.39 1.84	MoA
Pamphlets	4.10 2.02	HA

Statistical Range Descriptive Equivalent Rating: 4.20 – 5.00 Very Highly adequate (VHA), 3.40 – 4.19 Highly adequate (HA), 2.60 – 3.39 Moderately adequate (MoA), 1.80 – 2.59 Slightly adequate (SA), and 1.00 – 1.79 not Adequate (NA).

Table 2 presents the level of adequacy of learning materials used in enhancing the reading comprehension of learners. The results show that most of the materials are perceived as highly adequate, indicating that teachers have sufficient instructional resources to support reading development. Among the materials, flashcards obtained the highest mean of 4.19, described as highly adequate, followed by pamphlets (4.10), big books (3.55), skill books (3.50), module (3.40), and books (3.40), all interpreted as highly adequate. These materials are essential in developing learners' reading comprehension as they promote vocabulary development, visual recognition, and engagement. Studies suggest that the use of varied and interactive materials, such as flashcards and big books, enhances learners' interest and improves comprehension skills by making reading more meaningful and accessible.

On the other hand, interactive reading activity (3.39) is rated as moderately adequate. This implies that while these materials are available, they may not be sufficient in quantity or may need improvement in quality and relevance. According to related studies, well-designed modules and activity sheets are crucial in reinforcing comprehension skills, as they provide structured practice and opportunities for independent learning. Limited adequacy in these materials may affect the consistency of reading interventions and learners' mastery of comprehension skills. According to Githua and Mwangi (2023), the use of appropriate reading materials such as graded books, activity sheets, and visual aids enhances learners' understanding of texts and supports the development of phonemic awareness and vocabulary—key components of reading comprehension. Materials that are engaging, age-appropriate, and contextually relevant help students make meaningful connections with written language.

A study by O'Flahavan and Heafner (2021) found that learners are more motivated and actively engaged when provided with diverse and well-designed learning materials such as big books, flashcards, and pamphlets. Engagement, in turn, fosters deeper comprehension because students interact more with the content, practice reading strategies, and internalize vocabulary and language structures. According to Hart and Risley (2023), supplemental reading materials—such as worksheets and activity sheets—play a critical role in reinforcing reading instruction. These materials provide additional practice beyond core textbooks, enabling differentiated instruction. When materials are limited or inadequately developed, students may miss opportunities to practice comprehension strategies like predicting, summarizing, and making inferences.

A study conducted by Maganis (2020) indicated that teacher perception of the adequacy of instructional materials correlates with instructional effectiveness. Teachers who reported high availability of relevant learning materials tended to implement more varied reading activities and reported higher learner progress in comprehension. When materials were perceived as moderately adequate, teachers expressed the need for improvement to better facilitate comprehension tasks. Rawson (2021) emphasizes that visual tools such as big books and flashcards support comprehension by linking imagery with language. These aids help learners build schema and background knowledge, which are essential for understanding texts beyond. The findings indicate that the availability of learning materials is generally adequate to support reading instruction. However, there is still a need to enhance and supplement certain materials, particularly modules and reading activity sheets, to ensure a more comprehensive and effective reading program. Research supports that the adequacy and quality of instructional materials significantly influence learners' reading achievement, as these serve as primary tools in delivering meaningful and engaging learning experiences.

**Table 3**  
*Methods in Teaching Reading Comprehension*

APPROACHES	M SD	DER
1. Discovery Approach	3.52 1.87	HU
2. Conceptual	4.00 2	HU
3. Process Approach	3.51 1.87	HU
4. Inquiry Approach	3.50 1.87	HU
5. Unified Approach	3.30 1.81	MU
6. Programmed Approach	3.39 1.84	MU
7. Modular Approach	2.50 1.58	SU
8. Team Teaching Approach	2.50 1.58	SU
9. Hands-on Approach	4.00 2	HU
10. Cooperative Learning	4.51 2. 12	VHU
<b>TOTAL</b>	<b>3.47 1.85</b>	<b>HU</b>
Techniques		
1. Bridging	4.52 2.13	VHU
2. Probable Passage	4.00 2	HU
3. Close Reading	3.40 1.84	HU
4. Contextualization	4.55 2.13	VHU
5. Didactic Question	3.30 1.82	MU
6. KWL	3.59 1.89	HU
7. Modeling	4.00 2	HU
8. Assisted Reading	4.50 2.12	VHU
9. Echo Reading	4.00 2	HU
10. Choral Reading	3.32 1.82	MU
11. Partner Reading	3.51 1.87	HU
12. Simultaneous Reading	3.33 1.82	MU
13. Small group discussion technique	3.55 1.88	HU
14. Socialized classroom discussion technique	3.59 1.89	HU
15. Panel discussion technique	3.34 1.83	MU
16. Direct instruction or classroom teaching technique	3.51 1.87	HU
17. Recitation technique	4.51 2.12	VHU
18. Interview technique	3.38 1.84	MU
<b>TOTAL</b>	<b>3.77 1.94</b>	<b>HU</b>

Statistical Range Descriptive Equivalent Rating: 4.20 – 5.00 Very Highly Utilized, 3.40 – 4.19 Highly Utilized, 2.60 – 3.39 Moderately Utilized, 1.80 – 2.59 Slightly Utilized, and 1.00 – 1.79 not Utilized.

Table 3 presents the methods used in teaching reading comprehension in terms of approaches and techniques. In terms of approaches, the overall mean of 3.47 indicates that these are highly utilized. The Conceptual Approach and Hands-on Approach both obtained the highest mean of 4.00, suggesting that teachers emphasize meaningful understanding and active learner engagement. This finding is supported by the Department of Education, which promotes learner-centered and activity-based instruction under the K to 12 Curriculum, encouraging learners to actively construct meaning from texts (Department of Education, 2023). The Discovery, Process, and Inquiry Approaches, which are also highly utilized, reflect the shift toward constructivist teaching practices in Philippine classrooms. According to the Philippine Institute for Development Studies, effective teaching strategies in the country emphasize active participation and critical thinking to improve literacy outcomes (Albert et al., 2020). Meanwhile, the Unified and Programmed Approaches are moderately utilized, and the Modular and Team - Teaching Approaches are slightly utilized, indicating limited implementation of these strategies. However, Cooperative Learning is very highly utilized (4.51), highlighting the importance of collaboration, which is encouraged in Philippine classrooms to enhance comprehension through peer interaction (Department of Education, 2023).

In terms of techniques, the overall mean of 3.77 shows that these are highly utilized. Techniques such as Contextualization (4.55) and Bridging (4.52) are very highly utilized, indicating that teachers frequently connect lessons to learners' prior knowledge and real-life experiences. This supports the contextualized learning approach promoted by the Department of Education, which emphasizes making learning relevant to students' lives (DepEd, 2023). Furthermore, Assisted Reading (4.50) and Recitation (4.51) are also very highly utilized, suggesting that teachers provide guided support and opportunities for active participation. A study conducted by Southeast Asian Ministers of Education Organization highlighted that guided reading and teacher scaffolding significantly improve

reading comprehension among Filipino learners (SEAMEO, 2021).

Other techniques, such as Modeling, Echo Reading, and Probable Passage, are highly utilized, which aligns with findings of local studies that emphasize explicit instruction and demonstration in improving reading skills (Garcia & Bautista, 2021). On the other hand, techniques like Didactic Question, Choral Reading, Simultaneous Reading, and Panel Discussion are only moderately utilized, indicating that more traditional or less interactive strategies are not as frequently used. The findings reveal that teachers in the study commonly employ learner-centered, contextualized, and interactive methods in teaching reading comprehension. These practices are consistent with Philippine educational policies and local studies that emphasize active engagement, collaboration, and contextual learning as key to improving literacy.

**Table 4**

*English Reading Strategies*

Indicators/ Teaching Strategies	M SD	DER
1. Use pre-reading activities (e.g., predicting, activating prior knowledge)	3.52 1.88	Often
2. Apply questioning techniques before, during, and after reading.	4.50 2.12	Always
3. Encourage silent and oral reading for fluency and comprehension.	4.55 2.13	Always
4. Teach vocabulary and word recognition to support comprehension.	4.57 2.14	Always
5. Use graphic organizers (story maps, charts, Venn diagrams).	3.57 1.89	Often
6. Integrate context clues and inferencing strategies.	3.56 1.89	Often
7. Promote cooperative learning or group reading activities.	4.00 2	Often
8. Utilize multimedia or visual aids (pictures, videos) to enhance understanding.	4.50 2.12	Always
9. Conduct story retelling or summarizing activities.	4.58 2.14	Always
10. Provide remedial reading sessions for struggling learners.	4.55 2.13	Always
11. Encourage independent reading to strengthen comprehension.	3.51 1.87	Often
12. Relate reading materials to real-life experiences and values.	3.59 1.89	Often
13. Give immediate feedback during comprehension exercises.	3.58 1.89	Often
14. Use comprehension tests, rubrics, or quizzes for evaluation.	3.56 1.89	Often
15. Employ contextualized or story-based materials suited to learners' level.	4.55 2.13	Always
<b>TOTAL</b>	<b>4.06 2.01</b>	<b>Often</b>

Legend: Statistical Range Descriptive Equivalent Rating - 4.20 – 5.00 always, 3.40 – 4.19 often, 2.60 – 3.39 Sometimes, 1.80 – 2.59 rarely, and 1.00 – 1.79 never.

Table 4 presents the English reading strategies employed by teachers to improve reading comprehension. The results indicate that teachers frequently use a variety of strategies, as most indicators were rated either “Always” or “Often”. The strategies rated “Always” include teaching vocabulary and word recognition (4.57), story retelling or summarizing (4.58), encouraging silent and oral reading (4.55), providing remedial reading sessions (4.55), using questioning techniques (4.50), utilizing multimedia or visual aids (4.50), and employing contextualized or story-based materials (4.55). These results suggest that teachers prioritize foundational skills, comprehension checks, intervention strategies, and multimodal engagement. This aligns with the Department of Education’s K to 12 Curriculum, which emphasizes vocabulary development, reading fluency, comprehension, and the use of contextualized materials to enhance learner understanding (Department of Education, 2023).

Strategies rated “Often” include pre-reading activities (3.52), use of graphic organizers (3.57), integration of context clues and inferencing strategies (3.56), independent reading (3.51), relating reading materials to real-life experiences (3.59), and giving immediate feedback during comprehension exercises (3.58). These findings suggest that while these strategies are applied regularly, they are not as consistently implemented as others. Research by Garcia and Bautista (2021) supports these findings, emphasizing that activating prior knowledge, using graphic organizers, and connecting texts to real-life contexts improve comprehension and critical thinking among Filipino learners.

The frequent use of cooperative learning (4.00) and immediate feedback indicates that teachers value peer collaboration and continuous assessment. This aligns with the social constructivist principles in Philippine classrooms, where interaction and guided support enhance learner comprehension (Albert, Santos, & Vizmanos, 2020). Similarly, SEAMEO (2021) highlighted that interactive and multimodal strategies, including group work and visual aids, positively impact reading proficiency among learners in Southeast Asia, including the Philippines. The table suggests that teachers employ a combination of foundational, interactive, remedial, and contextualized

strategies in teaching English reading. These practices are consistent with local educational policies and studies advocating for learner-centered approaches that enhance comprehension, fluency, and engagement.

**Story Comprehension**

**Table 5.1**  
*Story for Grade 4*

SCORES	FREQUENCY	PERCENTAGE
9 – 10	1	5.88
7 – 8	4	23.53
5 – 6	5	29.41
3 – 4	5	29.41
0 – 2	2	11.76
<b>Total</b>	<b>17</b>	<b>100</b>

Table 5.1 shows the story comprehension scores of Grade 4 learners. Out of 17 learners, only 1 learner (5.88%) scored in the highest range (9–10), indicating excellent comprehension. A small group, 4 learners (23.53%), scored 7–8, showing good comprehension. Meanwhile, 5 learners (29.41%) scored 5–6, and another 5 learners (29.41%) scored 3–4, reflecting moderate to low comprehension levels. Notably, 2 learners (11.76%) scored 0–2, suggesting difficulty in understanding the story. The distribution indicates that while some learners are able to comprehend stories effectively, the majority of learners fall within the moderate to low comprehension range. This finding is consistent with local studies emphasizing that reading comprehension remains a challenge among Filipino elementary learners. According to Garcia and Bautista (2023), many learners struggle with understanding narrative texts due to limited vocabulary, insufficient exposure to reading materials, and inadequate reading strategies. Similarly, Albert, Santos, and Vizmanos (2020) highlighted that learners with weaker comprehension often require targeted interventions such as guided reading, story retelling, and contextualized activities to improve understanding.

**Table 5.2**  
*Story for Grade 5*

SCORES	FREQUENCY	PERCENTAGE
9 – 10	0	0
7 – 8	2	18.18
5 – 6	7	63.64
3 – 4	1	9.09
0 – 2	1	9.09
<b>Total</b>	<b>11</b>	<b>100</b>

Table 5.2 presents the story comprehension scores of Grade 5 learners. Out of 11 learners, none scored in the highest range (9–10), indicating that no learner demonstrated excellent comprehension of the story. Only 2 learners (18.18%) scored 7–8, showing good comprehension. The majority, 7 learners (63.64%), scored 5–6, reflecting moderate comprehension. A smaller portion of learners scored 3–4 (9.09%) and 0–2 (9.09%), indicating low comprehension. These results suggest that most Grade 5 learners struggle with story comprehension, particularly in achieving higher-order understanding of texts. This finding is consistent with local studies indicating that Filipino elementary learners often face challenges in narrative comprehension due to limited vocabulary, weak inferencing skills, and insufficient exposure to reading materials (Garcia & Bautista, 2024). Albert, Santos, and Vizmanos (2020) also emphasized that learners with moderate comprehension benefit significantly from guided reading strategies, contextualized materials, and repeated practice to improve understanding. The absence of learners in the highest score range highlights the need for intensified reading interventions. Strategies such as pre-reading activities, story retelling, guided questioning, and cooperative learning are recommended to strengthen comprehension skills. The Department of Education (2021) underscores the importance of integrating these strategies into daily reading instruction to support learners in attaining higher comprehension levels. The table indicates a need for targeted interventions to help Grade 5 learners develop stronger story comprehension, reduce the number of low performers, and improve overall literacy outcomes.

**Table 5.3***Story for Grade 6*

SCORES	FREQUENCY	PERCENTAGE
9 – 10	1	8.33
7 – 8	4	33.33
5 – 6	5	41.67
3 – 4	2	16.67
0 – 2	0	0
<b>Total</b>	<b>12</b>	<b>100</b>

Table 5.3 presents the story comprehension scores of grade 6 learners. Out of 12 learners, 1 learner (8.33%) scored in the highest range (9–10), indicating excellent comprehension. 4 learners (33.33%) scored 7–8, reflecting good comprehension, while the majority, 5 learners (41.67%), scored 5–6, which indicates moderate comprehension. Only 2 learners (16.67%) scored 3–4, suggesting low comprehension. No learners scored in the lowest range (0–2), showing that all learners were able to attain at least some understanding of the story. The results suggest that most Grade 6 learners demonstrate moderate to good story comprehension, with a small proportion achieving excellent comprehension. This trend aligns with findings from local studies indicating that comprehension improves gradually with age and exposure to reading materials, yet many learners still struggle with higher-order thinking skills such as inference, summarization, and critical analysis (Garcia & Bautista, 2019). Albert, Santos, and Vizmanos (2020) also note that consistent use of guided reading strategies, story retelling, and contextualized learning supports the gradual improvement of comprehension skills among Filipino learners.

The distribution indicates a need to reinforce higher-level reading strategies, such as inferencing, prediction, and critical discussion, to help more learners reach the highest comprehension levels. The Department of Education (2021) emphasizes the importance of integrating pre-reading activities, questioning techniques, graphic organizers, and cooperative learning to strengthen comprehension, which can be particularly beneficial for learners transitioning to upper elementary grades. The table shows that while Grade 6 learners generally perform better in story comprehension compared to lower grades, targeted interventions and continued use of effective reading strategies are still essential to help all learners achieve higher comprehension outcomes.

#### 4.1 Validation of the interactive reading activity

It shows from the table that the level of validity of the proposed Reading interactive activity, along with face, content, and congruency of the content as perceived, is very high. This means that the proposed intervention is highly functional and valid.

**Table 6***Level of validity of the Interactive Reading Activity*

Indicators	WD	DE
Face Validity	<b>4.55</b>	<b>VHV</b>
General Appearance (this includes neatness, alignment, and typing)	4.20	VHV
2. Grammar (this includes correct tense, parallelism)	4.4	VHV
3. Lay out (this includes spacing, balance on sheet)	4.51	VHV
Content Validity	<b>4.30</b>	<b>HV</b>
1. Choice of topics	4.45	VHV
Consistency in writing objectives	4.10	HV
3. Language used	4.30	HV
4. Organization	3.80	VHV
a. logical arrangement	4.50	HV
b. statement	4.00	VHV
c. clarity and accuracy	4.10	VHV
d. consistency and conciseness	4.30	HV
Congruency of content The activity contains topics that are parallel to the needs of learners	<b>4.40</b>	<b>VHV</b>
Grand Mean	<b>4.42</b>	<b>VHV</b>

It shows from the table that the level of validity of the proposed reading interactive activities, along with face, content, and congruency of the content as perceived, is very high. This means that the proposed program is highly functional and valid. Table 6 shows the level of validity of the Reading Interactive Activities in terms of face validity, content validity, and congruency of content. The overall grand mean of 4.42, interpreted as Very Highly Valid (VHV), indicates that the developed materials are highly acceptable and suitable for instructional use. For face validity, all indicators, such as general appearance, grammar, and layout, obtained high weighted means ranging from 4.20 to 4.55, all described as Very Highly Valid. This implies that the materials are well-organized, visually appealing, and grammatically correct.

In terms of content validity, most indicators received ratings of Very Highly Valid, while a few were rated Highly Valid (HV). This suggests that the topics, language, and organization of the materials are appropriate and aligned with the learning objectives, though slight improvements may still be made in some areas. Meanwhile, the congruency of content obtained a weighted mean of 4.40 (VHV), indicating that the activities are highly aligned with the needs and abilities of the learners. The results reveal that the Interactive Reading Activities are valid, reliable, and appropriate for enhancing learners' reading skills.

## 5. Conclusions

**Profile of Teachers** - The findings reveal that the teacher-respondents are distributed across four age groups (30–34, 40–44, 45–49, and 50–54 years old), with equal representation in each group, indicating a balance of teaching experience. The majority of the teachers are female, comprising 75 percent, while male represents only 25 percent. In terms of civil status, 75 percent are married, and 25 percent are still single. Regarding educational attainment, most teachers are pursuing graduate studies, with 75 percent having MAEd units and 25 percent having completed the academic requirements, although none have fully completed the degree or pursued doctoral studies. In terms of professional development, all teachers have participated in trainings at the school, district, and division levels, while only a few have attended regional and national trainings, and none have had international exposure.

**Adequacy of Learning Materials** - The findings reveal that most learning materials used by teachers are highly adequate. Flash cards received the highest rating (mean = 4.19), followed by pamphlets (4.10), big books (3.55), skill books (3.50), books (3.40), and modules (3.40), all indicating strong suitability for instructional purposes. Only reading activity sheets were rated as moderately adequate (mean = 3.39), suggesting some need for improvement in quality or usability.

**Level of Utilization of Methods in Teaching Reading** - The findings reveal that teachers highly utilize a variety of approaches and techniques in teaching reading. Among the approaches, the Discovery, Conceptual, Process, Inquiry, and Hands-on Approaches are highly utilized, while the Unified and Programmed Approaches are moderately utilized, and the Modular and Team – Teaching Approaches are slightly utilized. In terms of techniques, teachers very highly utilize Bridging, Contextualization, Assisted Reading, and Recitation, which are interactive and learner-centered methods. Other techniques, such as Probable Passage, Close Reading, KWL, Modeling, Echo Reading, Partner Reading, Small Group Discussion, and Socialized Classroom Discussion, are highly utilized. Techniques like Didactic Questioning, Choral Reading, Simultaneous Reading, and Panel Discussion are moderately utilized.

**Level of Teaching Strategies** - The findings show that teachers consistently use a variety of reading strategies to enhance learners' comprehension. Strategies that are always employed include questioning techniques, silent and oral reading, vocabulary instruction, use of multimedia or visual aids, story retelling or summarizing, remedial reading sessions, and contextualized or story-based materials. Other strategies, such as pre-reading activities, graphic organizers, inferencing, cooperative learning, independent reading, connecting reading to real-life experiences, immediate feedback, and comprehension assessments, are often applied. The study indicates that teachers adopt a balanced mix of interactive, learner-centered, and contextually relevant strategies, emphasizing both reading enhancement and support for struggling learners.

**Level of Reading Comprehension** - It shows the story comprehension scores of grade 4 learners. Out of 17 learners, only 1 learner (5.88%) scored in the highest range (9–10), indicating excellent comprehension. A small group, 4 learners (23.53%), scored 7–8, showing good comprehension. Meanwhile, 5 learners (29.41%) scored 5–6, and another 5 learners (29.41%) scored 3–4, reflecting moderate to low comprehension levels. Notably, 2 learners (11.76%) scored 0–2, suggesting difficulty in understanding the story. With regards to the story comprehension scores of grade 5 learners. Out of 11 learners, none scored in the highest range (9–10), indicating that no learner demonstrated excellent comprehension of the story. Only 2 learners (18.18%) scored 7–8, showing good comprehension. The majority, 7 learners (63.64%), scored 5–6, reflecting moderate comprehension. A smaller portion of learners scored 3–4 (9.09%) and 0–2 (9.09%), indicating low comprehension. Finally, the story comprehension scores of Grade 6 learners. Out of 12 learners, 1 learner (8.33%) scored in the highest range (9–10), indicating excellent comprehension. 4 learners (33.33%) scored 7–8, reflecting good comprehension, while the majority, 5 learners (41.67%), scored 5–6, which indicates moderate comprehension. Only 2 learners (16.67%) scored 3–4, suggesting low comprehension. No learners scored in the lowest range (0–2),

### **Conclusions**

- All teachers actively participate in professional development at school, district, and division levels, while only a few attend regional and national trainings, and none have international exposure, suggesting limited global engagement.
- Most learning materials are highly adequate, especially flash cards and pamphlets, while reading activity sheets are moderately adequate, indicating the need for improvement in certain instructional resources.
- Teachers highly utilize interactive and learner-centered approaches, such as Discovery, Conceptual, Process, Inquiry, and Hands-on Approaches, whereas methods like Modular and Team Teaching are less frequently used.
- Very highly utilized techniques include Bridging, Contextualization, Assisted Reading, and Recitation, while other strategies such as Panel Discussion and Simultaneous Reading are moderately applied, reflecting a preference for practical, engaging methods.
- Teachers consistently employ a mix of reading strategies, including questioning, silent and oral reading, vocabulary instruction, multimedia aids, story retelling, and remedial sessions, indicating a focus on comprehension enhancement and support for struggling learners.
- Learner comprehension across grades 4 to 6 varies, with a significant portion achieving moderate to low scores, highlighting the need for targeted reading interventions to improve comprehension and academic performance.

### **Recommendations**

- **Enhance Professional Development:** Teachers should be encouraged to participate in more regional, national, and international training programs to broaden their teaching strategies, update instructional practices, and gain exposure to global best practices in reading instruction.
- **Support Graduate Studies Completion:** Schools and the Department of Education should provide support for teachers to complete their MAEd programs or pursue doctoral studies, strengthening their professional qualifications and instructional competence.
- **Improve Learning Materials:** Reading activity sheets should be revised and enhanced to better support reading skills, while other materials like books, modules, and skill books should be regularly updated to remain relevant and engaging for learners.
- **Strengthen Utilization of Less Common Methods:** Teachers should be encouraged to incorporate

Modular and Team -Teaching Approaches, which can promote collaboration among teachers and offer alternative learning experiences for students.

- Diversify Teaching Techniques: Moderately utilized techniques, such as Choral Reading, Simultaneous Reading, Didactic Questioning, and Panel Discussions, should be integrated more frequently to provide variety and cater to different learning styles.
- Focus on Learner-Centered Strategies: Teachers should continue to emphasize interactive, contextually relevant, and learner-centered strategies, including questioning, story retelling, multimedia aids, and remedial sessions, ensuring all students receive adequate comprehension support.
- Implement Targeted Reading Interventions: Given that a significant number of learners demonstrated moderate to low reading comprehension, schools should design remedial programs, reading workshops, and peer-assisted learning sessions to improve literacy skills across all grade levels.
- Encourage Independent and Contextualized Learning: Teachers should promote independent reading, real-life applications, and story-based materials, helping learners develop comprehension skills while connecting reading to their experiences and daily life.

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