

Exploring the effectiveness of read aloud sessions in developing the listening skills of Grade 3 learners

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Abstract

This study explored the effectiveness of Read Aloud sessions in enhancing the listening skills of Grade 3 learners. It specifically examined five components: level of attention, motivation to listen, application of listening skills, retention and recall of information, and teachers' challenges in implementing Read Aloud activities. Using a descriptive research design, data were gathered through questionnaires and analyzed using weighted means. Findings revealed that learners were slightly attentive (2.77), showed low motivation (2.86), had low application of listening skills (2.70), and demonstrated low retention (2.71). These results indicate that learners often struggled to maintain focus, apply what they heard, and remember story details after Read Aloud sessions. Teachers, on the other hand, reported serious challenges (3.88), including lack of training, limited time, and difficulty selecting appropriate reading materials. These constraints hindered the full effectiveness of the Read Aloud strategy. Based on the findings, an Enhancement Plan for Improving Learners' Listening Skills through Read Aloud Sessions was developed. The plan includes strategies such as interactive storytelling, the use of visuals and comprehension pauses, and post-listening activities like story mapping and retelling. It also recommends professional development and resource support for teachers. The study concludes that strengthening Read Aloud sessions through interactive and well-structured approaches can significantly improve learners' attention, motivation, comprehension, and overall listening development.

Keywords: read aloud, listening skills, learner attention, motivation, enhancement plan

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1. Introduction

Education serves as the foundation for human development, empowering individuals to function effectively in society. Among the various competencies required in the 21st century, literacy holds the most essential place, as it influences all aspects of learning and communication. Literacy is more than just the ability to read and write—it encompasses understanding, interpreting, and using written and spoken language in meaningful ways. In today's knowledge-based global society, literacy is a key determinant of academic achievement and social mobility. The ability to comprehend information from various sources enables learners to succeed in both academic and real-world settings. Consequently, reading and listening comprehension are indispensable tools in the lifelong learning process, starting from early education.

The foundation of literacy begins during the formative years of schooling. In the early grades, learners acquire fundamental reading and listening skills that will shape their future learning experiences. As children progress through school, these skills become the building blocks for understanding content in various subject areas. Among the key stages in primary education, Grade 3 marks a significant turning point. It is in this stage that learners transition from "learning to read" to "reading to learn." This shift requires more advanced comprehension skills, both in listening and reading, to process increasingly complex texts and instructions (Chall, 2022). Unfortunately, many learners struggle at this stage due to underdeveloped comprehension abilities.

Reading comprehension refers to the process of constructing meaning from written text, while listening comprehension is the ability to understand spoken language. These two skills are closely intertwined and reinforce each other in a child's literacy development. According to Gough and Tunmer's (2019) Simple View of Reading, reading comprehension is the product of decoding skills and listening comprehension. Therefore, strengthening listening comprehension can lead to improved reading comprehension outcomes. In response to these learning challenges, educators continually seek effective instructional strategies to develop comprehension. One such strategy that has gained empirical support is reading aloud. This method involves teachers orally presenting text to students while modeling fluent reading, expression, and comprehension processes.

Reading aloud is not merely an entertaining activity; it is an intentional and pedagogically sound practice that builds vocabulary, fluency, comprehension, and listening skills. According to Trelease (2018), reading aloud is "the single most important activity for building the knowledge required for eventual success in reading." This view has been echoed by the National Institute of Child Health and Human Development (NICHD, 2000), which recommends teacher read-alouds as a core component of effective literacy instruction. When teachers read aloud, they model fluent and expressive reading while exposing students to rich vocabulary and complex sentence structures. Elley (2020) emphasized that students exposed to regular read-aloud sessions show significant gains in language and comprehension skills. This instructional approach benefits all students, particularly those who may be struggling readers or English language learners.

Moreover, reading aloud aligns with Vygotsky's (1978) Sociocultural Theory, particularly the concept of the Zone of Proximal Development (ZPD). Through guided participation and interaction, learners engage with texts at a level beyond what they could access independently. Teachers support this process by prompting discussions, asking open-ended questions, and facilitating predictions and clarifications during the read-aloud sessions. Listening comprehension plays a pivotal role in this strategy. Children's listening skills often outpace their reading abilities until middle school (Biemiller, 2023). Thus, reading aloud allows learners to engage with more complex ideas through listening, which in turn scaffolds their reading comprehension as they grow more capable of reading independently.

The integration of interactive elements—such as questioning, predicting, summarizing, and connecting—makes reading aloud a dynamic tool for enhancing comprehension. Beck and McKeown (2021) stress the importance of interactive read-alouds, which stimulate cognitive processing and promote deeper understanding of texts. Furthermore, read-aloud sessions expose learners to diverse genres, themes, and cultural perspectives. This broadens their worldviews while nurturing empathy and critical thinking. According to Morrow and Gambrell (2011), students who experience literature through read-alouds tend to demonstrate greater interest in books and higher motivation to read.

The benefits of reading aloud extend to learners with varying abilities. Coyne et al. (2020) found that students with limited vocabulary and reading difficulties benefited from structured read-aloud interventions with vocabulary support and comprehension discussions. This makes the strategy inclusive and adaptable for diverse classroom populations. Despite these advantages, reading aloud is often undervalued beyond the early grades. Some teachers mistakenly believe it is only appropriate for preschool or kindergarten levels. However, studies by Lane and Wright (2017) reveal that students in Grade 3 and beyond continue to benefit significantly from structured read-aloud sessions.

In the Philippine educational context, literacy remains a national priority. The Department of Education (DepEd) has emphasized early language, literacy, and numeracy through programs such as the *Every Child A Reader Program* (ECARP). DepEd also encourages oral language development strategies, including reading aloud, to support comprehension and vocabulary acquisition (DepEd Order No. 12, s. 2020). However, challenges persist in ensuring reading proficiency among Filipino learners. Results from the 2018 Programme for International Student Assessment (PISA) and 2019 Southeast Asia Primary Learning Metrics (SEA-PLM) revealed that many Filipino students perform below minimum proficiency levels in reading. These findings call for strategic interventions in literacy instruction, particularly at the primary level. Grade 3 learners in the Philippines face varied challenges in reading due to language barriers, limited exposure to print, and lack of reading support at home. Thus, classroom-based strategies like reading aloud offer a meaningful opportunity to bridge gaps in comprehension and promote reading engagement.

Recognizing this need, many educators are turning to evidence-based approaches such as read-aloud strategies to improve comprehension skills. Brabham and Lynch-Brown (2017) demonstrated that interactive read-alouds led to higher comprehension test scores compared to silent reading or passive listening without interaction. This confirms the potential of reading aloud as a comprehension-enhancing tool. While a substantial body of international and national research supports the effectiveness of reading aloud as a means to enhance literacy, there remains a paucity of localized studies examining its implementation and impact on both listening and reading comprehension among Grade 3 learners within Philippine public schools, particularly in the Schools Division of Abra. Existing studies primarily focus on early childhood or preschool levels, with limited investigation into how read-aloud strategies function during the critical “reading to learn” transition stage in Grade 3. Furthermore, there is limited evidence on how teachers in rural contexts, such as those in San Isidro and Villar Districts, apply interactive and structured read-aloud techniques—or how such practices influence learners’ engagement, comprehension, and overall literacy performance. Classroom observations indicate that reading instruction remains largely text-based and individualistic, with minimal use of auditory and interactive strategies that could scaffold comprehension. Additionally, there is a lack of empirical data and professional development support guiding teachers on how to effectively design and implement read-aloud sessions that maximize student learning.

Despite the growing body of literature on Read-Aloud instruction, most existing studies have concentrated on reading comprehension, vocabulary acquisition, and language development rather than listening skills as a multidimensional construct. Moreover, previous studies were largely conducted in foreign contexts or urban educational settings, leaving limited evidence regarding the implementation of structured Read-Aloud sessions in Philippine public elementary schools, particularly in rural districts. There is also limited research examining teachers' implementation challenges together with learners' listening outcomes. Addressing these gaps, the present study provides localized evidence to inform literacy instruction and educational decision-making in the Philippine

basic education system. Therefore, this study aims to investigate the effectiveness of reading aloud as an instructional strategy to enhance listening and reading comprehension among Grade 3 learners in selected districts within the Division of Abra. By examining both teacher and school head perspectives and classroom practices, the research intends to bridge the existing knowledge gap on localized, evidence-based literacy interventions. The findings are expected to contribute to national literacy efforts by providing practical insights for teachers, school leaders, and policy implementers to strengthen comprehension instruction and improve reading outcomes among Filipino learners.

Although numerous international studies have established the value of Read-Aloud instruction in promoting literacy development, few studies have investigated its effectiveness in enhancing the listening skills of Grade 3 learners within the Philippine public school context, particularly in the Schools Division of Abra. Unlike previous studies that primarily focused on reading comprehension, vocabulary development, or early childhood education, this study specifically examines listening skills through five dimensions: learner attention, motivation, application of listening skills, retention and recall, and teachers' implementation challenges. Furthermore, the study develops a context-specific Read-Aloud Enhancement Program based on empirical findings, providing an evidence-based instructional framework that can guide teachers and school administrators in improving literacy instruction in similar rural educational settings. This localized intervention represents the study's primary contribution to educational research and practice.

Purpose of the Study - This study aims to determine the effectiveness of Reading Aloud in enhancing listening skills among Grade 3 Learners in the selected district in the Division of Abra.

Research Questions - Specifically, the study seeks to answer the following questions:

- What is the level of attention of Grade 3 Learners during Read Aloud sessions?
- What is the level of learner's motivation to listen attentively during the Read Aloud recitation?
- What is the level of Application of Listening Skills of Grade 3 Learners follow-up action of read aloud session?
- What is the level of retention and recall of information among Grade 3 Learners following the read aloud session?
- What is the level of seriousness of the problem faced by the teachers in using Read Aloud to the Listening Skills of Pupils?
- What program may be proposed to intensify the Listening skills of pupils?

2. Methodology

This section presents the research design, locale and population of the study, data gathering instrument, validation of the instrument, and the data gathering procedure.

Research Design - This study employed a descriptive research design to explore the effectiveness of Read-Aloud session activities in developing the listening skills of Grade 3 learners. The descriptive design was deemed appropriate as it aims to describe, interpret, and analyze the present condition of learners' listening skills as influenced by Read-Aloud sessions without manipulating any variables. This design allowed the researcher to gather factual information on how Read-Aloud activities enhance learners' comprehension, attention, and auditory processing during storytelling sessions. Data were collected through teacher-made listening skill assessments, observation checklists, and learner feedback to provide a detailed account of learners' responses and engagement throughout the sessions.

The study utilized the total enumeration method, meaning that all Grade 3 learners within the selected school

were included as respondents. This method ensured comprehensive coverage of the population, allowing the researcher to obtain accurate and complete data regarding the impact of Read-Aloud sessions on every learner's listening skill development. By involving all learners in the target grade level, the study provided a more reliable and representative understanding of how Read-Aloud strategies contribute to improving students' listening competencies.

Locale and Population of the Study - The study was conducted in selected public elementary schools located in the San Isidro District, Villaviciosa District, and Pilar District. These three districts were purposively chosen as the research locales because they represent diverse educational settings and provide relevant contexts for examining the effectiveness of Read-Aloud sessions in developing the listening skills of Grade 3 learners. Each district follows the Department of Education (DepEd) curriculum and employs qualified teachers who implement reading and literacy programs in the primary grades. The population of the study consisted of all Grade 3 teachers from the selected public elementary schools within the three districts. The total enumeration method was used, meaning all Grade 3 teachers from the identified schools were included as respondents. This approach ensured that the perspectives and classroom experiences of all teachers handling Grade 3 learners were considered in assessing the effectiveness of Read-Aloud session activities in enhancing learners' listening skills.

The study involved a total of 36 Grade 3 teachers from 15 public elementary schools in three districts of the Schools Division of Abra. Among the districts, Pilar District had the highest number of respondents, with 14 teachers (38.9%) from 6 schools, followed by San Isidro District with 12 teachers (33.3%) from 5 schools, and Villaviciosa District with 10 teachers (27.8%) from 4 schools. Overall, the respondents were proportionately distributed across the three districts, ensuring adequate representation of Grade 3 teachers from the selected public elementary schools included in the study.

Data Gathering Instrument - The primary instrument used in this study was a structured questionnaire developed by the researcher. The questionnaire was designed to collect data on the various factors influencing the effectiveness of the Read Aloud strategy in improving listening skills among Grade 3 pupils. It consisted of five main parts, each carefully crafted to generate information corresponding to the specific research questions. The first part focused on the level of attention of Grade 3 learners during Read Aloud sessions. This section assessed how attentive and focused learners were while listening to their teacher read aloud. Statements measured learners' ability to maintain concentration, avoid distractions, and show interest throughout the session. Responses were rated using a five-point scale ranging from 1 (Never) to 5 (Always). The second part dealt with the motivation of learners to listen attentively during Read Aloud recitations. Items measured pupils' enthusiasm, curiosity, and enjoyment when participating in listening activities. Respondents rated the frequency of these behaviors using the same five-point scale (1 – Never to 5 – Always).

The third part focused on the application of listening skills among Grade 3 learners following the Read Aloud sessions. Statements assessed learners' ability to recall story events, identify key details, follow instructions, and express understanding through retelling or discussion. Ratings followed the same five-point frequency scale. The fourth part centered on the retention and recall of information among learners after the Read Aloud activity. Items measured how well learners remembered story content, including characters, sequence of events, and main ideas. Respondents evaluated pupils' level of recall using the five-point scale ranging from 1 (Never) to 5 (Always). The fifth part identified the problems encountered by teachers in implementing the Read Aloud strategy. This section aimed to determine the level of seriousness of challenges such as lack of time, short attention spans among learners, difficulty selecting appropriate materials, and limited training in conducting Read Aloud sessions. Responses were rated on a five-point seriousness scale ranging from 1 (Not a Problem) to 5 (Very Serious).

The data collected through these five sections provided the necessary information to describe, analyze, and interpret the effectiveness of Read Aloud in enhancing listening skills among Grade 3 learners. The results served as the foundation for designing an intervention program aimed at strengthening listening comprehension through interactive and meaningful Read Aloud activities.

Validation of the Instrument - The research instrument used in this study, which focused on exploring the effectiveness of Read-Aloud session activities in developing the listening skills of Grade 3 learners, underwent a thorough validation process to ensure its reliability and appropriateness for data collection. The instrument was subjected to content validation by a panel of experts composed of language specialists, reading coordinators, and experienced elementary teachers. Each item was evaluated based on clarity, relevance, and alignment with the study's objectives. The experts' evaluation yielded a content validity rating of 4.78 out of 5.00, interpreted as "Highly Valid." This indicates that the instrument's items were well-constructed and effectively measured the intended variables. Furthermore, the relationship result between the experts' ratings showed a high degree of agreement, signifying consistency in their evaluation and confirming the instrument's reliability for use in assessing the impact of Read-Aloud sessions on the development of learners' listening skills.

Data Gathering Procedure - To obtain the data necessary for this study, the researcher followed the standard protocol in securing approval to conduct the research from the proper authorities in the DepEd Schools Division of Abra. After receiving approval, the researcher personally distributed the questionnaire-checklist to the Grade 3 teacher-respondents with the assistance of the school heads from the selected districts. Each respondent was given ample time to answer the instrument to ensure thoughtful and accurate responses. After the questionnaires were accomplished, the researcher personally collected them to ensure a high retrieval rate and maintain the integrity of the data. The gathered responses were then carefully organized, tallied, and encoded for statistical treatment. With the assistance of a qualified statistician, the data were analyzed and interpreted to address each item in the Statement of the Problem. The results of the analysis served as the basis for formulating a proposed Read Aloud Enhancement Program designed to strengthen the listening skills of Grade 3 learners and support effective implementation of Read Aloud strategies in the classroom.

Statistical Treatment of Data - The data gathered from the respondents were tallied, tabulated, and statistically treated to determine the effectiveness of Read Aloud in enhancing the listening skills of Grade 3 learners. The responses were analyzed using descriptive statistics, particularly the weighted mean, to describe the level of attention, motivation, application of listening skills, retention and recall of information, and seriousness of the challenges faced by teachers. The interpretation of data followed the five-point Likert scale to ensure consistency and clarity in presenting results.

- The Level of Attention During Read Aloud Sessions was interpreted using a five-point Likert scale. Mean scores ranging from 4.50–5.00 were described as Very Attentive (VA), 3.50–4.49 as Attentive (A), 2.50–3.49 as Moderately Attentive (MA), 1.50–2.49 as Slightly Attentive (SA), and 1.00–1.49 as Not Attentive (NA).
- The Level of Learners' Motivation to Listen was also measured using a five-point Likert scale. Mean scores of 4.50–5.00 indicated Very High Motivation (VHM), 3.50–4.49 indicated High Motivation (HM), 2.50–3.49 indicated Moderate Motivation (MM), 1.50–2.49 indicated Low Motivation (LM), and 1.00–1.49 indicated Very Low Motivation (VLM).
- The Level of Application of Listening Skills was interpreted using the same five-point scale. Mean scores of 4.50–5.00 were described as Very High Application (VHA), 3.50–4.49 as High Application (HA), 2.50–3.49 as Moderate Application (MA), 1.50–2.49 as Low Application (LA), and 1.00–1.49 as Very Low Application (VLA).
- The Level of Retention and Recall of Information was interpreted using a five-point Likert scale. Mean scores of 4.50–5.00 indicated Very High Retention (VHR), 3.50–4.49 indicated High Retention (HR), 2.50–3.49 indicated Moderate Retention (MR), 1.50–2.49 indicated Low Retention (LR), and 1.00–1.49 indicated Very Low Retention (VLR).
- The Seriousness of the Problems Encountered by Teachers in Using Read Aloud was interpreted using a five-point Likert scale. Mean scores of 4.50–5.00 were described as Very Serious (VS), 3.50–4.49 as

Serious (S), 2.50–3.49 as Moderately Serious (MS), 1.50–2.49 as Slightly Serious (SS), and 1.00–1.49 as Not Serious (NS).

- The evaluation and validation of the proposed questionnaire also used a five-point Likert scale. Mean scores of 4.50–5.00 indicated Very Appropriate (VA), 3.50–4.49 indicated Appropriate (A), 2.50–3.49 indicated Moderately Appropriate (MA), 1.50–2.49 indicated Needs Major Revision (NMR), and 1.00–1.49 indicated Not Appropriate (NA).

Significance of the Study - For Teachers. The findings will provide teachers with evidence-based instructional strategies that can enhance learner engagement, listening comprehension, and classroom participation during literacy instruction. **For School Heads.** School leaders may use the findings in planning literacy programs, allocating instructional resources, and designing professional development activities related to effective Read-Aloud implementation. **For Learners.** Learners are expected to benefit from more engaging and structured Read-Aloud experiences that strengthen listening comprehension, vocabulary, attention, retention, and overall literacy development. **For the DepEd.** The findings may support DepEd's literacy initiatives by providing localized evidence that can guide curriculum implementation and school-based literacy interventions. **For Future Researchers.** The study may serve as a reference for future investigations on listening comprehension, literacy instruction, and Read-Aloud strategies in diverse educational settings.

Ethical Consideration - This study on Exploring the Effectiveness of Read-Aloud Session Activities in Developing the Listening Skills of Grade 3 Learners strictly adhered to the ethical standards set by the Department of Education (DepEd) and the institution where the research was conducted. Prior to the conduct of the study, written permission was secured from the Schools Division Superintendent, District Supervisors, and school heads. Written informed consent was obtained from all participating teacher-respondents. Since the study involved observations and assessments related to Grade 3 learners, parental or guardian consent, together with school authorization, was secured in accordance with DepEd research ethics guidelines governing research involving minors. Participation was voluntary, and participants were informed of the purpose of the study, their right to withdraw at any time without penalty, and the confidentiality of all information collected. Personal identifiers were excluded from the database, and all data were used solely for academic and research purposes.

3. Presentation, analysis, and interpretation of data

This section presents the analysis and interpretation of the data gathered to answer the research problems of the study. Specifically, it focuses on: **(1)** the level of learners' attention during Read-Aloud sessions; **(2)** the level of learners' motivation to listen; **(3)** the level of application of listening skills; **(4)** the level of retention and recall of information; **(5)** the level of seriousness of the problems encountered by teachers in using the Read-Aloud strategy to develop pupils' listening skills; and **(6)** the proposed intervention program based on the findings. Each table is followed by a concise discussion and interpretation of the results.

Table 1
Level of Attention During Read-Aloud Sessions

Indicators	Weighted Mean	Descriptive Equivalent
I listen carefully when my teacher reads aloud.	2.80	SE
I avoid talking or playing during Read-Aloud sessions.	2.70	SE
I keep my eyes on the teacher while listening.	2.85	SE
I stay focused from beginning to end of the reading.	2.60	SE
I show interest in the story being read.	2.90	ME
Overall Weighted Mean	2.77	SE

Legend: SE – Slightly Attentive; ME – Moderately Attentive

The findings reveal that Grade 3 learners were slightly attentive during Read-Aloud sessions, with an overall weighted mean of 2.77. The highest-rated indicator was showing interest in the story being read (WM = 2.90),

while staying focused from beginning to end received the lowest mean (WM = 2.60). These results indicate that learners enjoy listening to stories but experience difficulty maintaining sustained attention throughout the activity. These findings corroborate the studies of Cabardo (2017) and Cruz and Jacinto (2018), who emphasized that young learners have short attention spans and become more attentive when teachers use expressive reading, questioning, and interactive strategies. Likewise, Lopez (2023) reported that learner engagement increases when Read-Aloud sessions include voice modulation, movement, and active student participation. The findings imply that teachers should adopt more interactive and learner-centered Read-Aloud strategies, such as storytelling, dramatization, visual aids, and questioning techniques, to improve learners' attention and listening comprehension.

Table 2
Level of Motivation to Listen

Indicators	Weighted Mean	Descriptive Equivalent
I feel excited when the teacher starts reading aloud.	2.95	MM
I enjoy listening to stories or passages read aloud.	3.00	MM
I look forward to Read-Aloud sessions.	2.70	LM
I feel curious about what will happen next in the story.	2.80	LM
I try to understand the story because I like it.	2.85	LM
Overall Weighted Mean	2.86	LM

Legend: MM – Moderate Motivation; LM – Low Motivation

The results indicate that learners demonstrated low motivation during Read-Aloud sessions, with an overall weighted mean of 2.86. Learners most enjoyed listening to stories (WM = 3.00), while looking forward to future Read-Aloud sessions received the lowest rating (WM = 2.70). This suggests that learners' motivation decreases when activities become repetitive. This finding supports Gambrell (2017), who emphasized that enjoyment and meaningful reading experiences increase learners' motivation. Similarly, Deci and Ryan (2018) explained that motivation improves when learners experience autonomy, competence, and meaningful participation during learning activities. The findings suggest that teachers should provide varied, engaging, and interactive Read-Aloud activities to sustain learners' curiosity, motivation, and participation.

Table 3
Level of Application of Listening Skills

Indicators	Weighted Mean	Descriptive Equivalent
I can answer questions about the story after listening.	2.75	LA
I can retell the story in my own words.	2.60	LA
I can identify the characters and events in the story.	2.80	LA
I can follow instructions related to the story.	2.65	LA
I can share my thoughts about the story with others.	2.70	LA
Overall Weighted Mean	2.70	LA

Legend: LA – Low Application

The findings show that learners exhibited a low level of application of listening skills, with an overall weighted mean of 2.70. Identifying characters and events obtained the highest mean (WM = 2.80), while retelling the story in their own words received the lowest (WM = 2.60). This indicates that learners understand basic story details but struggle to apply and communicate what they have learned. The results agree with Anderson and Krathwohl (2018), who emphasized that applying knowledge requires higher-order thinking skills. Likewise, Kendeou et al. (2018) found that guided questioning and classroom discussion improve learners' ability to apply listening skills effectively. The findings imply that teachers should reinforce Read-Aloud sessions through comprehension questions, story mapping, collaborative discussions, and retelling activities to strengthen listening application.

Table 4
Retention and Recall of Information

Indicators	Weighted Mean	Descriptive Equivalent
I remember the main idea of the story.	2.85	LR
I can recall important details from the story.	2.70	LR
I can describe what happened in the beginning, middle, and end.	2.65	LR
I can connect the story to my own experiences.	2.75	LR
I can summarize the story after listening.	2.60	LR
Overall Weighted Mean	2.71	LR

Legend: LR – Low Retention

The findings reveal that learners demonstrated low retention and recall after Read-Aloud sessions, obtaining an overall weighted mean of 2.71. Learners best remembered the main idea of the story (WM = 2.85), while summarizing the story received the lowest mean (WM = 2.60). This indicates that learners have difficulty recalling and organizing information after listening. These findings corroborate Baddeley (2017), who explained that effective memory retention depends on active processing and rehearsal. Likewise, Mayer (2017) emphasized that visual supports and interactive learning activities improve memory and long-term retention. The findings suggest that teachers should incorporate review activities, story mapping, sequencing tasks, and peer retelling to strengthen learners' retention and listening comprehension.

Table 5**Level of Seriousness of the Problems Faced by Teachers in Using Read-Aloud**

Indicators	Weighted Mean	Descriptive Equivalent
Lack of time to conduct Read-Aloud sessions.	3.80	S
Learners' short attention span during sessions.	4.00	S
Difficulty in selecting appropriate reading materials.	3.60	S
Lack of training or strategies for effective Read-Aloud.	4.10	VS
Learners' low motivation to listen attentively.	3.90	S
Overall Weighted Mean	3.88	S

Legend: S – Serious; VS – Very Serious

The findings indicate that teachers experienced serious challenges in implementing the Read-Aloud strategy, with an overall weighted mean of 3.88. The most serious concern was the lack of training and effective Read-Aloud strategies (WM = 4.10), followed by learners' short attention span (WM = 4.00). These findings suggest that teacher preparedness and learner engagement remain major concerns. These findings support Vygotsky's Sociocultural Theory (1978), which emphasizes the teacher's role in facilitating meaningful learning through guided interaction. Likewise, Lopez (2023) stressed that teacher competence and engaging instructional strategies are essential for effective Read-Aloud implementation and improved learner participation. The findings imply that schools should provide continuous professional development, appropriate instructional resources, and administrative support to strengthen teachers' implementation of Read-Aloud strategies and improve learners' listening skills.

4. Summary, conclusions, and recommendations

This section presents the summary of findings, conclusions, and recommendations based on the results of the study on the effectiveness of the Read-Aloud strategy in developing the listening skills of Grade 3 learners.

Summary - Based on the analysis of the data, the study revealed the following:

- Grade 3 learners demonstrated a slightly attentive level of attention during Read-Aloud sessions, with an overall weighted mean of 2.77 (Slightly Attentive). Learners showed interest in the stories being read; however, they experienced difficulty maintaining focus and avoiding distractions throughout the reading sessions.
- The learners exhibited a low level of motivation to listen, obtaining an overall weighted mean of 2.86 (Low Motivation). Although learners enjoyed listening to stories and showed excitement at the beginning of the sessions, they demonstrated limited curiosity, sustained interest, and anticipation for future Read-Aloud activities.
- The learners demonstrated a low level of application of listening skills, with an overall weighted mean of 2.70 (Low Application). They were able to identify basic story elements but encountered difficulty in retelling stories, following instructions, and expressing their understanding after listening.
- The learners also showed a low level of retention and recall of information, with an overall weighted mean of 2.71 (Low Retention). While they remembered the main idea of the stories, they had difficulty recalling important details, sequencing events, and summarizing what they had heard.
- Teachers experienced serious challenges in implementing the Read-Aloud strategy, with an overall weighted mean of 3.88 (Serious). The most serious concern was the lack of training and effective Read-Aloud strategies, followed by learners' short attention span, low motivation, limited instructional time, and difficulty in selecting appropriate reading materials.
- Based on the findings, an intervention program was developed to strengthen the implementation of the Read-Aloud strategy through teacher capacity-building, engaging instructional approaches, enhanced learner participation, improved reading resources, and systematic monitoring of learners' listening skills.

Conclusions - Based on the findings of the study, the following conclusions were drawn:

- Grade 3 learners possess emerging listening skills but require additional instructional support to improve their attention, motivation, application of listening skills, and retention of information during Read-Aloud sessions.
- The Read-Aloud strategy has the potential to enhance learners' listening comprehension; however, its effectiveness depends largely on the use of engaging, interactive, and learner-centered instructional approaches.
- Teachers encounter significant challenges in implementing effective Read-Aloud sessions, particularly due to limited training, inadequate instructional resources, learners' short attention span, and low motivation.
- Continuous professional development, effective classroom strategies, and sufficient instructional support are essential to maximize the effectiveness of the Read-Aloud strategy in improving learners' listening skills.
- Strengthening learner engagement, providing quality reading materials, and implementing structured monitoring and intervention programs can significantly improve learners' listening comprehension and

The findings of this study provide several practical implications for educational stakeholders. For teachers, the results emphasize the need to implement interactive Read-Aloud strategies, including questioning techniques, dramatization, visual supports, and structured comprehension activities to improve learners' attention, motivation, and listening comprehension. For school administrators, the findings highlight the importance of providing continuous professional development, instructional coaching, and adequate literacy resources to strengthen classroom implementation of Read-Aloud instruction. For students, enhanced Read-Aloud practices can improve listening comprehension, vocabulary development, critical thinking, and readiness for independent reading. At the school level, the proposed Read-Aloud Enhancement Program may serve as a supplementary literacy intervention that supports DepEd's Early Language, Literacy, and Numeracy initiatives and contributes to improving overall literacy outcomes among primary learners.

Recommendations - In light of the findings and conclusions of the study, the following recommendations are offered:

- Teachers should strengthen the implementation of the Read-Aloud strategy by incorporating interactive storytelling, questioning techniques, dramatization, visual aids, and learner participation to improve attention and listening comprehension.
- School administrators should provide continuous professional development, seminars, workshops, and coaching on effective Read-Aloud strategies, classroom management, and listening instruction.
- Teachers should regularly conduct engaging follow-up activities such as story mapping, retelling, sequencing, summarizing, and collaborative discussions to improve learners' application of listening skills and information retention.
- Schools should provide adequate age-appropriate reading materials, visual resources, and instructional technologies to support effective Read-Aloud implementation.
- Parents should be encouraged to establish regular reading and storytelling activities at home to reinforce learners' listening skills, vocabulary development, and reading interest.
- Schools should strengthen monitoring and evaluation of Read-Aloud implementation through classroom observations, learner assessments, coaching, and feedback mechanisms to ensure continuous improvement.
- Future researchers may conduct similar studies involving larger groups of learners, different grade levels, additional variables, or experimental research designs to further determine the effectiveness of the Read-Aloud strategy in improving listening skills and literacy development.

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