

International Journal of Learning, Teaching and Educational Research
Vol. 25, No. 3, pp. 343-365 March 2026
<https://doi.org/10.26803/ijlter.25.3.15>
Received Dec 4, 2025; Revised Feb 24, 2026; Accepted Feb 26, 2026

Effect of Extension-Based Learning Enhancement Program on Good English Reading Skills of Struggling Intermediate Learners

Jennelyn Lacar Raymundo* 
Isabela State University
Echague, Isabela, Philippines

Abstract. Given the gigantic learning crisis crippling and haunting the educational sector nowadays, faculty extensionists are expected to extend their expertise and services to struggling intermediate elementary learners who are at the fringe of society, bordering on learning deficiencies through literacy training and educational programs. This research determined the reading skill level of the participants prior to, during, and after the exposure to a series of learning enhancement activities on good reading skills as a learning intervention. It describes the effect of the extension-based tutorial sessions based on their academic performance and clients' feedback. It utilized a pre-experimental design, particularly a one-group pretest-post-test design, coupled with an explanatory sequential mixed-methods research design to ensure a comprehensive explanation of the 23 struggling intermediate learners' exposure to the learning intervention. The findings demonstrate that the extension-based literacy enhancement program on good reading skills has significantly enhanced the reading skills of the identified learners. Also, the educational stakeholders acknowledged features of the learning intervention such as individualized and small-group interventions, regular feedback and monitoring, explicit comprehension strategy instruction, bilingual or mother-tongue-based supports, schema-boosting methodologies, and the use of varied instructional materials. The alignment of these strategies with evidence-based literacy practices validates the potential of extension-driven learning interventions as powerful tools for improving reading skills, especially among marginalized learners.

Keywords: extension-based learning intervention; learning enhancement program; English reading skills; struggling learners; English reading tutorial

*Corresponding author: Jennelyn Lacar Raymundo; jennelyn.b.lacar@isu.edu.ph

1. Introduction

Through the Republic Act No. 7722 (1994), also known as the Higher Education Act of 1994, and the Republic Act No. 8292 (1997) or the Higher Education Modernization Act, state universities and colleges (SUCs) are mandated to implement programs and projects that broaden access to education. These can be in the form of extension services, community involvement, and other programs responsive to community and national development needs. Essentially, there are numerous CHED memorandums promoting extension as one of the core functions of any SUC (i.e., CHED Memorandum Order No. 52, s. 2016 and CHED Memorandum Order No. 08, s. 2019). With these mandates, SUCs are mandated to craft extension agendas, programs, projects, and activities to help their community partners.

Extension activities pertain to outreach programs, community service projects, and service-learning initiatives, which serve as a major thrust of any higher education institution (HEI) (Agrawal & Gupta, 2023). By means of extension activities, educational stakeholders can address societal challenges through service-learning projects for societal transformation. Teacher education faculty members usually conduct literacy-focused extension programs, projects, and activities to address community needs (Alimonsurin & Corlet, 2025). However, there are exceedingly few studies reporting results of HEIs' extension efforts. Related literature only reported educational practices (Fernandes, 2023) and professional growth and action research perspectives (Alimonsurin & Corlet, 2025).

At present, learning crises, learning gaps, and learning poverty have become global phenomena, posing significant societal challenges that teacher education institutions attempt to address through extension initiatives. Given the gigantic learning crisis crippling and challenging the educational sector nowadays, faculty extensionists are expected to extend their expertise and services to struggling learners who are at the fringe of society and experiencing learning deficiencies through extension-based learning enhancements or literacy training and educational programs that empower community members with new skills and knowledge. Although a vast array of literature abounds on reading problems, issues, and competencies, there is still a dearth of research on extension-based learning enhancement programs in reading since situating reading interventions as outreach programs, community service projects, or service-learning initiatives has not yet been thoroughly explored in higher education research.

Underscoring the need to focus community service projects on reading skills, several reports have highlighted the dismal performance of learners in the basic or foundational skills, including reading. This is strengthened by numerous studies that surfaced recently, emphasizing the deterioration of Filipino learners' reading comprehension skills (Rafanan & Raymundo, 2024; Tejida & Raymundo, 2025). Moreover, the 2018 and 2022 Programme for International Students Assessment (PISA) and other international assessments revealed that Filipinos frequently fall below minimum proficiency levels in reading (OECD, 2023) despite the global recognition that the Philippines is one of the largest English-

speaking nations (Saet & Cabansag, 2024). For instance, it was found that only one in four students could identify the main idea in moderately complex texts or reflect on their purpose and meaning (OECD, 2022). In addition, numerous studies have reported the fluctuating learning performance of basic education learners, signifying a downward trend in learning and skills acquisition and the hegemony experienced by frustrated readers. The fact that many students experience frustration through Phil IRI assessment is also supported by Abad and Sison (2022).

Consequently, educational institutions need to re-examine their implementation of reading programs to improve the situation of many learners (Rafanan & Raymundo, 2024). Without immediate and concrete solutions or interventions, this global learning crisis will become a generational catastrophe. Consequently, several nationwide programs, along with legal mandates, were implemented to address this global learning gap in reading such as Hamon: Bawat Bata Bumabasa (3Bs) Initiative (DepEd Memorandum No. 173, s. 2019), Catch-up Fridays with specific activity such as “Drop Everything and Read” (DepEd Memorandum No. 001, series of 2024), the National Learning Recovery Program (DepEd Order No. 013, s. 2023), the Republic Act No. 12028, or the Academic Recovery and Accessible Learning Program Act to address the urgent learning crisis in the country. As part of these educational initiatives, reading assessments for Grades 1-10 using tools such as the Comprehensive Rapid Literacy Assessment and Philippine Informal Reading Inventory were integrated, with learning institutions regularly evaluating students in terms of their reading proficiency as basis for the deployment of tutorials or appropriate interventions.

Despite the fact that educators in the country continue to seek ways on how to realize this vision, reading literacy programs are not comprehensively implemented (Abad, 2022; Agbayani & Naoe, 2022; Aquino & Cruz, 2021; Estioco, 2023; Idulog & Agbayani, 2023). Moreover, these are not authentically and meticulously monitored or evaluated by governing authorities for improvement owing to the complexity of roles each plays in the basic education sector (Ladeño et al., 2025; Pajung et al., 2024; Serafica et al., 2024).

As a result, basic education learners continue to display poor reading proficiency such as non-mastery of alphabet knowledge; phonics; consonant-vowel-consonant (CVC) patterns (Abad, 2022; Agbayani & Naoe, 2022); limited sight word vocabulary with inappropriate speed, accuracy and proper expression (Idulog & Agabayani, 2023); lack of foundational reading and comprehension skills (Aquino & Cruz, 2021; Estioco, 2023); and struggling with on letter recognition and formation (Agbayani & Naoe, 2022). Mastery of good reading skills, such as phonics, phonemic awareness, word recognition, comprehension, as well as reading either linguistic chunks or longer discourses aloud using appropriate speed, accuracy, and expression, are essential language abilities that can help learners thrive in academic settings and function effectively in society.

Consequently, Isabela State University implemented an extension project titled “Project GALING: Gearing up towards Advancement of Lifelong Learning Skills

through Inclusive Literacy Training on Good Reading Skills” to enhance the reading skills of the struggling learners in a partner basic education institution. This extension project offered a series of learning enhancement activities through a four-session comprehensive tutorial program in reading.

Nevertheless, extension projects and activities need to be evaluated to assess their effectiveness and impact on the community stakeholders. In the parlance of quality assurance and accreditation, impact assessments or even evaluation studies are the continuous mantra of evaluators in gauging the HEIs’ impact on their communities. Nevertheless, based on literature, there remains a dearth of studies on the impact assessment or evaluation studies of extension activities or projects conducted by HEIs (Gillespie & Mitchell, 2019; Workman & Scheer, 2012).

In relation to this function and considering this empirical research gap, this study evaluated the immediate and short-term impact of the aforementioned extension project to assess the extent of improvement of the community partners in terms of their reading skills performance. It also acquired essential feedback on how the extension project effectively addressed the needs of its community partners to foster quality education and uphold language policies that nurture and enrich the reading skills acquisition experience of every learner.

1.2 Research Questions

This research paper evaluated the observed short-term impact of the extension-based learning enhancement program on good English reading skills of struggling intermediate elementary learners. Specifically, it sought to answer the following questions:

1. What is the reading skills level of the struggling intermediate learners prior to, during, and after the exposure to the series of learning enhancement activities on good reading skills in terms of Reading Level 1 competencies?
2. What is the reading skills level of the struggling intermediate learners prior to, during, and after the exposure to the series of learning enhancement activities on good reading skills in terms of Reading Level 2 competencies?
3. What is the effect of the extension-based series of learning enhancement activities in enhancing the English reading skills level of the participants based on their language performance?

2. Literature Review

2.1 Extension-Based Reading Enhancement Program

The Reading Literacy Extension Program (RLEP) of the College of Teacher Education at the University of Northern Philippines specifically addressed the reading challenges faced by elementary students in the Yigan City Division and the Division of Ilocos Sur (Figuerras, 2011). The efficacy of the extension-based learning enhancement program was previously assessed by Contaoi (2003), who claimed that among the extension programs, skills training was identified as the most pertinent.

The success and efficacy of after-school programs and reading workshops in the enhancement of reading competencies among underprivileged communities were

ascribed to the individualized attention and sustained engagement, thereby assisting students in more effective application of reading strategies (Roberts et al., 2018). Moreover, extension-based educational interventions – such as guided reading sessions, book clubs, and literacy workshops – resulted in quantifiable improvements in reading comprehension amongst students who were consistently involved throughout the program duration (Allington & McGill-Franzen, 2018).

Similarly, the integration of reading workshops, parental engagement, and peer tutoring in the context of community-based learning enhancement programs on reading comprehension contributed to the students' enhanced academic performance (Archibald et al., 2023). Simultaneously, Çetinkaya et al. (2019) underscored that programs facilitating sustained and immersive reading experiences were effective in assisting students in the application of higher-order cognitive skills, such as inference and synthesis, which are essential for thorough comprehension.

Community-based literacy initiatives can profoundly influence the development of reading comprehension skills among students through the utilization of reading tutors. An extension-based series of reading enhancement activities effectively addressed the individual reading deficiencies of students by affording more time for guided practice and feedback than what was feasible within conventional classroom settings (Carter et al., 2024). Similarly, the execution of extension programs via local libraries and community centers substantially augmented reading comprehension, particularly among students from underprivileged backgrounds, through group reading, storytelling sessions, and comprehension-focused games (Federe et al., 2023).

Moreover, Capodieci et al. (2020) pointed out that the integration of digital literacy tools into extension programs permitted more personalized and engaging educational experiences and advancements in reading comprehension. In addition, Corpuz et al. (2022) concluded that extension-based reading programs not only enhanced literacy outcomes but also contributed to the establishment of social bonds among participants, thereby making the learning experience more enjoyable and meaningful.

2.2 Studies on Reading Skills Improvement

Imbaquingo and Cárdenas (2023) identified the need for prior application of a problem-based learning strategy within the reading initiative program to advance fluency and intonation, while concurrently providing a more extensive array of reading materials. In addition, EFL learners' comprehension level increases after going through the reading engagement related to class reading and through the implementation of pertinent pre-reading activities (Alghonaim, 2020). These results also aligned with the research conducted by Abdelhalim (2017), which demonstrated that the comprehension levels of students are enhanced when they are tasked with pre-reading assignments that foster their engagement and stimulate critical reflection and text comprehension. On the other hand, oral

reading strategies are effective in improving the comprehension levels of students (Jiang, 2016).

Several studies have also shown that respondents' reading comprehension improves through the use of learning enhancement activities, particularly through collaborative strategies such as pair reading aloud, questioning, visualizing, inferring, and synthesizing narrative and explanatory texts (Firman, 2020). Furthermore, Lamsen (2023) supports this claim as he illustrated that students exhibited an increase in their reading scores across the three levels after the implementation of the SHARP program as a reading intervention. Likewise, structured reading enhancement activities can exert a profound influence on the reading development of students (Buelvas, 2024).

Additionally, students engaged in targeted reading activities exhibited significant comprehension improvements (Farstrup & Samuels, 2020). Furthermore, a meta-analysis by Denton et al. (2021) confirmed that sustained strategies such as guided reading and workshops enhanced decoding and meaning extraction abilities. Furthermore, Gilakjani and Sabouri (2016) found that literacy program integration markedly improved text analysis and understanding among diverse student groups. Morrow and Gambrell (2018) also asserted that utilizing diverse and relevant texts in reading activities increases engagement and comprehension. Thus, comprehension strategies such as summarization and questioning are vital for enhancing reading outcomes, while consistent and structured reading enhancement activities yield significant improvements in students' comprehension skills, thereby enhancing their academic performance (National Reading Panel, 2021).

In a similar vein, the involvement of readers in a collective inquiry derived from a discussion-based reading model leads to a significant enhancement of cognitive engagement among students as they participate in contemplating and analyzing inquiries pertaining to a complex text (Roomy & Alhawsawi, 2019). Moreover, intrinsic motivation serves as a pathway to fostering autonomous and engaging reading practices and augmenting reading comprehension among EFL learners while simultaneously ensuring their intrinsic involvement in reading endeavors that enhance their overall comprehension capabilities (Jingblad & Johansson, 2017). Likewise, Protacio (2017) has posited that reading engagement significantly influences students' motivation to read, participate in social activities that advocate reading, employ learning strategies during reading, and derive meaning from texts.

However, Swan (2015) provided empirical evidence that active learners often exhibit a diminished level of performance in reading comprehension as a result of pre- and rereading activities utilizing a keyword strategy, whereas visual, sensitive, and sequential learners demonstrated proficiency in this reading strategy. In a comparable manner, Ness (2016) suggested that educators should embrace an explicit instructional approach in reading comprehension during reading exercises. Metacognitive reading strategies, primarily encompassing contemplation of text and characters, rereading, intuitive pauses during reading,

note-taking, and underlining salient information within the text facilitate students' engagement in effective comprehension (Rastegar et al., 2017; Tejada & Raymundo, 2025).

Gorsuch et al. (2015) argued that repeated reading allows learners to engage with the assigned text both silently and aloud, thereby enhancing decoding and comprehension of EFL learners. Ismail et al. (2015) demonstrated that strategic reading techniques, which primarily consist of making inferences, reorganizing information, and engaging in literal comprehension, are exceptionally efficacious in advancing comprehension among students. Additionally, pre-teaching vocabulary and a pre-questioning strategy are effective in augmenting reading comprehension. Such effective reading strategies are a valuable resource for supporting students in their academic endeavors (Mousavian & Siahpoosh, 2018).

Furthermore, Maborang and Balero (2023) affirmed the efficacy of video-based intervention programs and digital learning materials in augmenting reading comprehension. Also, reading enhancement programs' effectiveness can be clearly validated through the enhancement of the students' literary competence (Elladora & Dioso, 2023) as well as their literary appreciation and oral reading projection as reading skills (Saleh, 2021). Furthermore, those who engaged in reading through differentiated instruction performed better on comprehension questions (Abdelrahman & Bsharah, 2014; Ma'youf & Aburezeq, 2022).

By and large, the numerous studies cited above show how essential it is for HEIs to conduct regular evaluation studies on the short- or long-term impacts of their extension-based reading remediations. The context of each HEI community partner remains unique and cannot be generalized based on the prevailing insights argued by various researchers and extensionists.

3. Methodology

3.1 Research Design

This study utilized a pre-experimental design, specifically a one-group pretest-posttest design, since a single group of participants (the group of identified struggling readers) was measured before (pre-test) and after (post-test) the series of learning enhancement activities on good English reading skills (intervention or treatment). This follows the pre-experimental research design as it aligns with the research setup that was framed around a reading-focused extension project as independent variable. The dependent variable of the study, on the other hand, was the level of reading skills and language performance of the learners after the implementation of the treatment. Considering the issues on internal validity of this research design, confounding variables such as maturation (natural improvement over two months), history (concurrent reading activities in school), and the testing effect (familiarity with the assessment format) were acknowledged during the duration of the treatment implementation.

Moreover, an explanatory sequential mixed-methods research design was supplemented to further explain the quantitative results. This is a two-phase design whereby quantitative data is collected and analyzed first, then qualitative

data is collected and analyzed based on the quantitative results. The quantitative data included the reading skills level and language performance of the students before and after the series of learning enhancement program. On the other hand, the qualitative data takes into account the interview transcripts explaining the quantitative results and describing the effect of the extension-based series of learning enhancement activities on good reading skills in enhancing the reading skills level of the struggling learners. This is further illustrated in Figure 1:

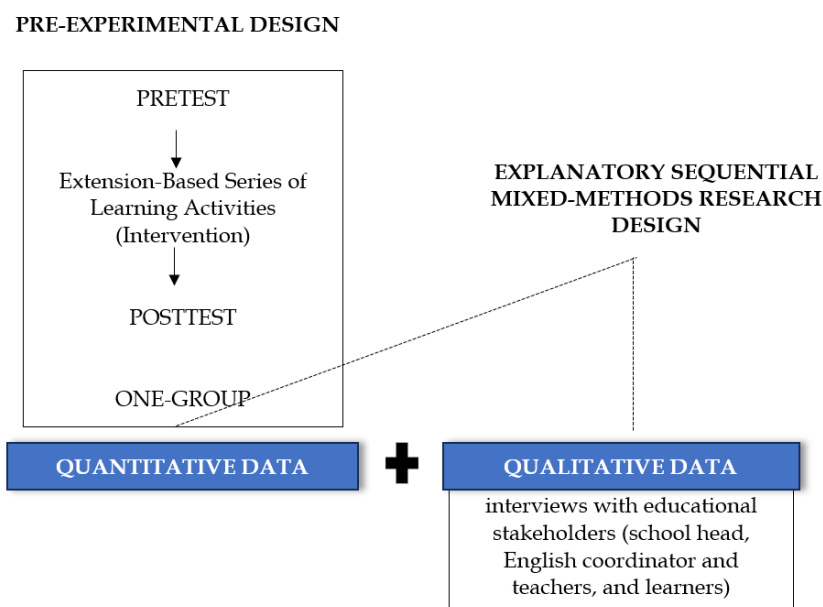


Figure 1: Research designs of the study

3.2 Respondents of the Study and Sampling Procedure

The respondents of the study were the intermediate pupils of Annafunan Elementary School, Echague, Isabela, who fell behind in terms of reading skills and were categorized as struggling or frustrated readers who experienced difficulties with word identification, and had poor reading fluency and comprehension skills. They were selected through purposive sampling, considering their reading performance and reading classification; hence, 23 struggling learners were placed in two reading classes (10 struggling learners in Reading Level 1 and 13 in Reading Level 2) and capacitated through an extension-based series of learning enhancement activities.

3.3 Research Instrument

To obtain quantitative data needed for the study, the pre-test and post-test reading for the reading skills levels of the identified participants were validated and subjected to reliability testing for internal consistency using Cronbach's alpha, resulting in a value of .82. Likewise, their grades in English were also obtained to describe their language performance on good reading skills before and after the learning enhancement program.

In addition, for the qualitative data collection, a semi-structured interview crafted through a priori coding was utilized to describe and explain the quantitative

results and immediate impact or effect of the series of learning enhancement activities on good reading skills in enhancing the reading comprehension levels of the participants.

3.4 Data Gathering Procedure

Figure 2 shows the specific strategies and methodologies of implementation of the extension project that were crucial in the gathering of necessary relevant data for the study. The pre-experimental setup was carried out by two research assistants and six junior college students serving as tutors, while the researcher monitored the successful execution of the community engagement experimental setup throughout the duration of the study. The learning enhancement program on good English reading skills consisted of four sessions, while the contact hours for each session lasted for seven hours, namely two half days on Fridays for two months.

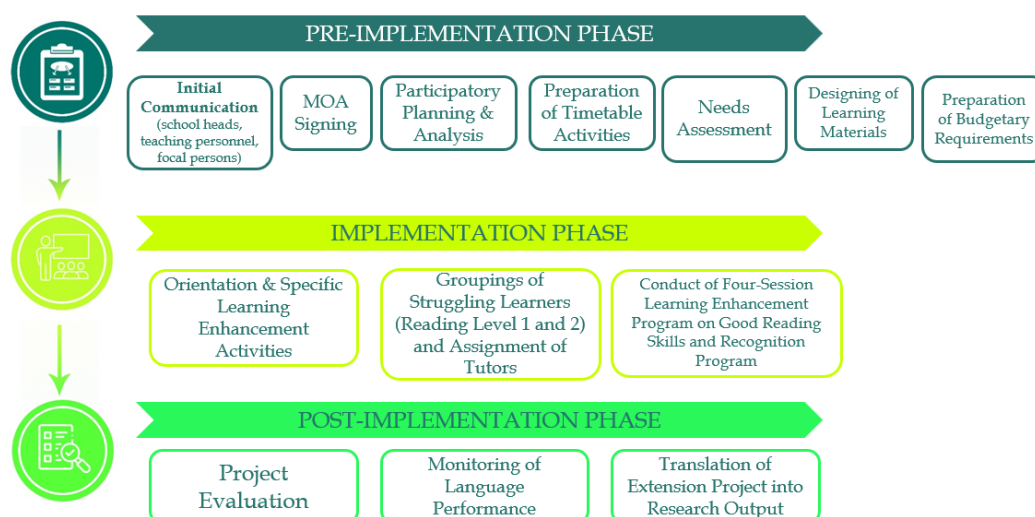


Figure 2: Strategies for the implementation of the extension project for research data collection

To gather the qualitative data of the study, the reading coordinator, reading teachers, and struggling learners were interviewed to describe and explain the effectiveness of the series of learning enhancement activities on good English reading skills in enhancing the reading skills level of the respondents. The interviews were then transcribed, analyzed, and interpreted for the qualitative analysis phase of this study.

3.5 Design of the Learning Enhancement Program

The reading skills identified based on the conducted needs analysis centered on phonics instruction and phonemic awareness; reading words and phrases aloud with appropriate speed, accuracy, and expression; listening comprehension; and legible letter writing for Reading Level 1 competencies. On the other hand, Reading Level 2 competencies emphasized the reading needs of the struggling learners on reading phrases, sentences, and stories aloud with appropriate speed, accuracy, proper expression, CVC word pattern recognition, and reading comprehension.

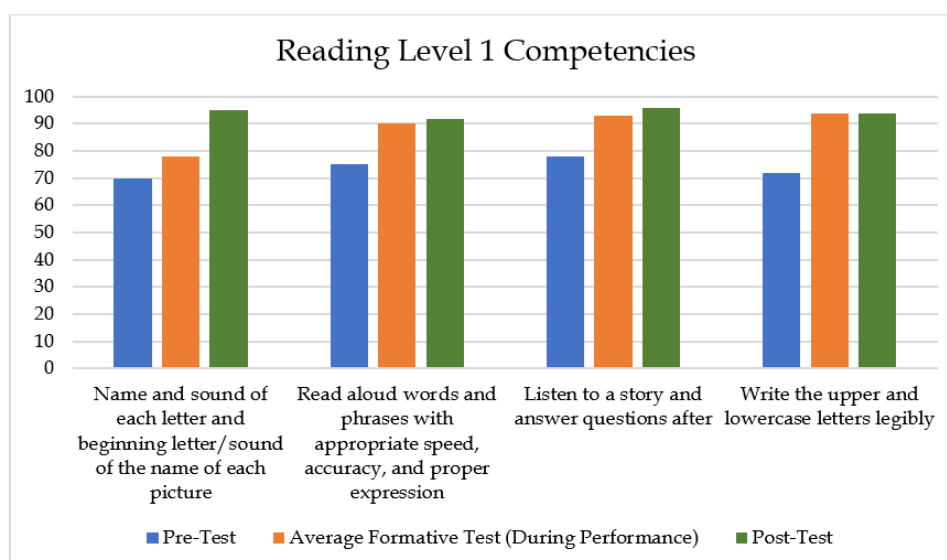
3.6 Data Analysis

Descriptive and inferential statistics were used to describe the quantitative analysis of the collected data, particularly frequency count and percentage, while the t-test was employed for the reading skills level and language performance of the participants before and after the learning enhancement program on good English reading skills. On the other hand, cool and warm analysis (De Guzman & Tan, 2007) was used to identify the significant and relevant statements, which were subjected to inductive coding. Subsequently, thematic analysis was utilized to explicate the observed impact of the extension-based, reading-focused learning enhancement program on their language performance.

4. Results and Findings

4.1 Reading Skills Level of the Participants prior to, during, and after Exposure to Learning Enhancement Activities

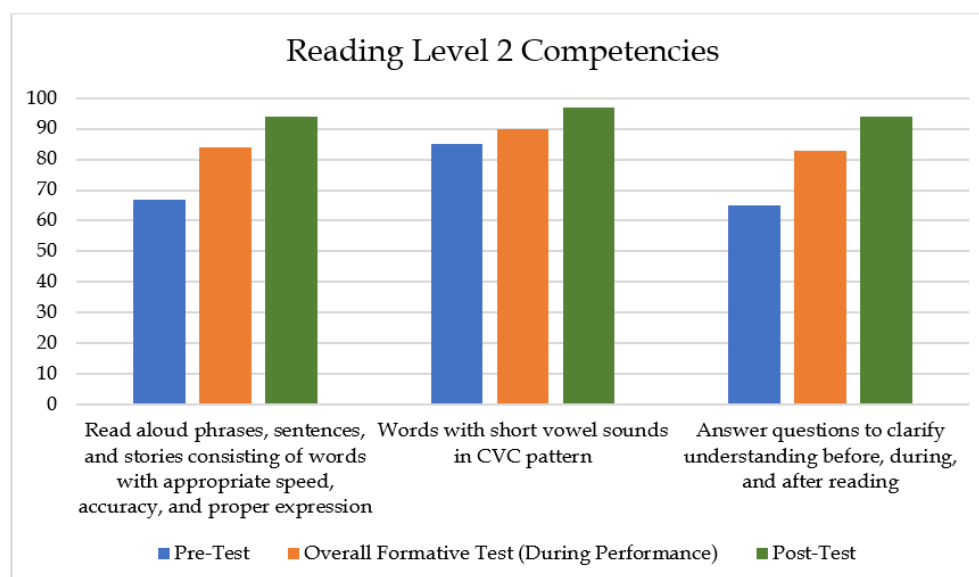
Figure 3 presents the assessment results of the reading enhancement program (Level 1), highlighting learners' growth between pre-test and post-test stages while also noting their during-performance in terms of phonics instruction, reading aloud, listening comprehension, and writing proficiency.



Outstanding = 90-100; Very Satisfactory = 85-89; Satisfactory = 80-84; Fairly Satisfactory = 75-79; Needs Improvement = <75

Figure 3: Assessment results in reading enhancement program (Level 1)

On the other hand, Figure 4 reveals the assessment results of the reading enhancement program (Level 2), underscoring struggling learners' improvement between pre-test and post-test stages, along with their during-performance, in terms of reading aloud linguistic chunks to longer discourses, recognizing short vowel or CVC patterns, and reading comprehension.



Outstanding = 90-100; Very Satisfactory = 85-89; Satisfactory = 80-84; Fairly Satisfactory = 75-79; Needs Improvement = <75

Figure 3: Assessment results in reading enhancement program (Level 2)

4.2 Impact of Extension-Based Learning Enhancement Activities in Enhancing English Reading Skills Level of Participants

Table 1 illustrates a comparison of pre-test and post-test assessment results in reading enhancement programs 1 and 2, which demonstrate significant improvements in both reading levels.

Table 1: Differences in pre-test and post-test assessment results in reading enhancement programs 1 and 2

Level/Learning area	Group mean percentage		t-value	p-value
	Pre-Test	Post-Test		
Reading Level 1 Competencies	74	95	-8.82	<0.01
Reading Level 2 Competencies	73.06	95.20	-4.39	<0.01

The data indicate a significant difference between pre- and post-test assessment results in the aforementioned reading programs, supported by a p-value of less than 0.01. This suggests that over the four sessions of the reading enhancement program, the struggling learners made substantial progress in their reading abilities. Thus, the findings demonstrate that an extension-based learning enhancement program on good English reading skills as learning intervention has significantly enhanced the reading skills of the identified learners in terms of phonics instruction, short vowel recognition, writing legible letters, reading aloud linguistic chunks to longer discourses, and complex listening and reading comprehension skills.

In addition, Table 2 provides the language performance of the learners in the third and fourth quarters of S.Y. 2023-2024. It can be noted that the extension-based learning enhancement program on good English reading skills was implemented after the third quarter; thus, the third quarter learning performance of the learners

served as the baseline data. The fourth quarter language performance, on the other hand, serves as a point of comparison to assess the improvement of learners following their participation in the learning enhancement program.

Table 2: Language performance of struggling learners before and after the extension-based reading-focused learning enhancement program

Paired variables		t-value	p-value
Third Quarter	Fourth Quarter		
81.4	84.7	-15.5	<.001

The results show that the paired samples t-test revealed a statistically significant difference ($p < .001$) between the third quarter and fourth quarter mean scores as the mean score increased from 81.4 in the third quarter to 84.7 in the fourth quarter.

4.3 Qualitative Insights on the Implementation of Series of Learning Enhancement Activities on Good Reading Skills

With the design of the learning enhancement program, the struggling learners, as well as teachers, conveyed narrative responses that captured their whole learning experience when exposed to the learning intervention. The following are the aspects of the extension-based series of learning enhancement activities on good reading skills, which were appreciated by the learners and teachers, and which generally reflect indicators of effectiveness of the comprehensive learning intervention delivered through an extension project.

Table 3: Qualitative insights into the educational stakeholders on the series of learning enhancement activities on good reading skills

Qualitative insights of the educational stakeholders
1. Individual or Small-Group Intervention
2. Regular Feedback, Data Tracking, and Monitoring
3. Explicit Teaching of Comprehension Strategies
4. Bilingual/Mother-Tongue-Based Supports
5. Schema-Boosting Methodologies
6. Use of Varied Instructional Materials

4.3.1 Individual or small-group intervention

The tutors paid attention to their individual needs and did not proceed to the next topic unless everyone understood the lesson; once others were through with the activities, the tutor encouraged peer tutoring to foster collaboration in the provision of learning support to other learners.

“Madalas po yong mga activities namin ay per group. Natutuwa ako at may kasabay akong gumagawa ng mga activities, mas naenjoy ko po, mas konti po ung pressure. Hindi rin po kami nagiiba ng topic at activity pag may di pa po tapos, hinihintay po namin or tinuturuan po namin siya para sabay-sabay po kami na mag-activity.” [“Most of the time, our activities are done in groups. I am delighted because I have peers with whom I work to accomplish the activities, I enjoy more, and I feel less pressure. We do not proceed to the next topic unless everyone is finished,

so we wait for others and help them so we accomplish the next set of activities together.”] (Participant 2)

4.3.2 Regular feedback, data tracking, and monitoring

The tutors always recognized the learners who performed very well in every session. In fact, the awarding ceremony motivated the learners to continue their learning progress even after the tutorial sessions. There is also a formative test given in each reading area to track learning progress and give timely and relevant feedback regarding their reading skills acquisition journey, which helped significantly in motivating the learners by knowing their strengths and weaknesses, which are crucial in monitoring their learning.

“Natutuwa kami na dedicated ang mga tutors, at iniisa isa nilang bigyan ng feedback ang performance ng learners, sometimes kasi di na naming natututukan bawat isa sa dami rin ng work, di na kami nakakapagfollow-up sa mga activities at sa performance nila. Halos kabisado na nila ung names at learning needs ng bawat tutees nila sa sobrang tutok nila sa performance ng bawat isa.” [“We are very happy that the tutors are very dedicated, and that they individually provide feedback to each learner’s performance, because sometimes we can no longer follow up on the student activities and performance. They are even familiar with all the names and learning needs of each tutee since they really target, gauge, and address each learner’s performance.”] (Participant 6)

This gives them leverage to navigate ways to address their weaknesses and strengthen the reading skills they are good at.

4.3.3 Explicit teaching of comprehension strategies

Tutors employed metacognitive strategies in teaching comprehension strategies, particularly making predictions, summarizing, questioning, and inferencing. Also, they restructured assessments to include higher-order thinking items so that learners did not only focus on decoding, sight vocabularies, phonics, and sound system patterns such as CVC. Through the “know, want to know and learned” (KWL) chart and the Socratic method, they elevated the reading comprehension level of the text.

“Palagi pong matanong si Ma’am about don sa pinabasa po niyang story. Gustong-gusto rin po namin kapag recitation na tinutulungan kami ni Ma’am na sabihin yong point namin, o kaya nagtatanong siya ng pagkakasunod sunod ng mga ganap sa story or magkukwentuhan kami ni Ma’am or ng classmates namin para mas maintindihan yong pinabasa ni Ma’am.” [“The tutor is always asking questions about the story. We always enjoy during recitation where the tutor helps us state what we mean, or when she is asking the chronological sequence of events in the story or when we share our understanding of the story with the tutor or classmates to further comprehend the text.”] (Participant 4)

4.3.4 Bilingual/mother-tongue-based supports

The tutors did not deliver the series of learning enhancement activities in English-only instruction but used translanguaging to augment students’ understanding of

the text. They responded in Tagalog most of the time, also code-switching from time to time to adapt their instructional delivery to the needs of the learners.

“Naku, Ma’am, pag nagbasa sila, maya’t maya maraming tanong ano daw meaning ng words na ganito ganyan, kahit simpleng topic lang hirap nila intindihin kaya we try our best na irelate sa situation nila ‘yong binabasa nila. Buti at tinutulungan niyo silang itranslate sa mother tongue nila yong pinapabasa niyo or tanong niyo. Pati kami ay madalas magTagalog para mas magkaintindihan kami at hindi effective and straight English sa knila.” [“Ma’am, whenever they read, they keep asking what certain words mean. Even if the topic is simple, they still struggle to understand it. That’s why we try our best to relate what they’re reading to their own situation. Good thing you taught them to translate what they read or the questions raised in their mother tongue. We even speak Tagalog most of the time, so we can understand each other because talking straight English to them is not effective.”] (Participant 10).

4.3.5 Schema-boosting methodologies

The tutors used explicit vocabulary building, pre-reading discussions of context, and selected texts that are aligned with students’ backgrounds to help them contextualize the content of the reading material within their worldviews and depth of understanding. They did not introduce a new topic unless the previous topic or discussion was clear. They also responded to every query of the learners about word meanings, while several activities were devoted to vocabulary building through pictures, actions, and context clues.

“Kapag po hindi naming alam yong words, ineexplain po at nagbibigay ng examples po si Ma’am, marami rin po siyang pictures na pinapakita at videos para mas makarelate po kami sa tinuturo niya sa amin. Sometimes, nagtatanong po siya sa amin tapos pagkasagot po namin, ikokonek na po niya sa topic namin lalo po sa story na babasahin namin para po mas handa po kami na intindihin yong lesson po namin.” [“If we don’t know what the word means, the tutor explains and gives examples. She also shows pictures and videos so we can relate to the lesson. Sometimes, she asks questions and once we answer these, she will connect our answers to the topic especially to the story that we will read to prepare us in understanding our lesson.”] (Participant 5)

4.3.6 Use of varied instructional materials

The tutors used a variety of teaching strategies and materials such as flashcards, printed stories, pictures, varied reading texts, bingo cards (vocabulary), PowerPoint presentations, and films, to inject fun while learning and to sustain the attention span, level of engagement, and interest of the students in the reading lesson. Using books and printed materials all the time made the reading activities dull and boring; thus, investing in the variation of instructional materials used paid off.

“Sobrang nageenjoy po kami na may napapanood po kami, may PowerPoint, maraming pictures, sa mga laro may mga binibigay na mga cards si Ma’am. Hindi lang puro libro yong binabasa namin, hindi lang kami nakikinig, marami kaming activities na iba-iba rin po yong binibigay

ni Ma'am na material para mas magenjoy po kami at matuto. Mas madali po naming naaalala at naintindihan yong lesson." ["We really enjoy a lot when we can watch something such as PowerPoint, pictures, and game cards from the tutor. We are not only reading books and listening to lectures, but we also have lots of activities with different instructional materials for us to enjoy while learning."] (Participant 7)

5. Discussion

5.1 Reading Skills Level of the Participants

The struggling learners from Reading Level 1 demonstrated a gradual progress in phonics instruction from a level of not meeting expectations to becoming fairly satisfactory and finally, outstanding after the series of reading-focused community engagements. On the other hand, their skills in reading words and phrases aloud with speed, accuracy, and proper expression, listening comprehension, and legible writing of letters progressed significantly from fairly satisfactory to outstanding. It can be deduced that more complex reading skills, such as reading aloud, listening comprehension, and letter writing proficiency, can be improved once foundational reading skills such as phonics and phonemic awareness have improved.

Moreover, the struggling learners from Reading Level 2 showed a remarkable improvement in their level of familiarity with the CVC word pattern, progressing from a very satisfactory to an outstanding level. On the other hand, a gradual increase of reading proficiency level was observed in their reading skills on reading phrases, sentences, and stories aloud with appropriate speed, accuracy, and proper expression and reading comprehension. This was evidenced in their dismal performance at the outset to becoming satisfactory during the employment of the extension-based learning enhancement program, and to finally gaining an outstanding performance level in the aforementioned reading subskills after the intervention implementation.

Since they had performed well immediately after the series of reading-focused extension program, it can be inferred that struggling learners found it easier to master basic reading skills than acquiring more complex reading abilities such as reading linguistic chunks to longer discourses aloud with accurate speed, accuracy, and expression, as well as reading comprehension, which consists of tiered level of cognitive processes. Based on literature, phonological awareness, analysis, and word recognition as first steps of reading must be at a sufficient level to make sense, be read fluently for effective reading (Gedik & Akyol, 2022), and to ensure reading skill development and reading comprehension (Sigmundsson et al., 2022).

5.2 Observed Impact of Extension-Based Learning Enhancement Activities in Enhancing English Reading Skills

The statistically significant difference between the third quarter and fourth quarter mean scores indicates a meaningful improvement in students' academic performance during the fourth quarter. This suggests that the extension-based learning enhancement program on good reading skills implemented after the third quarter and in the fourth quarter was effective in enhancing students'

language performance. It can be further deduced that various factors and features of the aforementioned extension project contributed to the successful enhancement of reading skills, and eventual language performance of the struggling learners. This generally reflects the effectiveness of the comprehensive learning intervention delivered through an extension project.

5.3 Qualitative Insights on the Implementation of Series of Learning Enhancement Activities in Good Reading Skills

The tutors used individual or small-group interventions to allow struggling learners to receive focused attention and scaffolded instruction that addressed their specific reading needs. Po et al. (2025) reported that tiered and differentiated small-group instruction significantly enhanced reading comprehension among early elementary learners. Likewise, Jumao-as et al. (2025) found that personalized reading remediation using the Philippine Informal Reading Inventory (PHIL-IRI) framework improved comprehension levels of struggling readers from frustration to instructional level.

Alonzo and Monterola (2023) also highlighted that peer-assisted learning through small-group setups boosts engagement and reading fluency. Similarly, the findings of Almerino et al. (2022) showed that learners involved in individualized tutoring and peer-supported instruction demonstrated greater confidence and progress in literacy tasks. These findings affirm that small-group and individualized instruction—especially when complemented by peer tutoring—are vital strategies for addressing varied reading difficulties among learners.

Furthermore, the tutors always provided regular feedback, data tracking, and monitoring, as this practice aligns with research emphasizing that consistent feedback and progress monitoring are essential for sustained literacy improvement. Lagdaan and Sevilla (2025) found that literacy programs that integrate formative assessment, progress tracking, and performance recognition lead to enhanced motivation and measurable reading gains. Jumao-as et al. (2025) also revealed that consistent pre- and post-assessment, coupled with formative feedback, contribute to significant improvement in reading comprehension. Similarly, Esteban et al. (2024) noted that digital data tracking systems improve reading instruction by enabling teachers to tailor support based on learner progress. These studies confirm that continuous assessment and acknowledgment mechanisms motivate learners to pursue excellence and develop self-regulated reading habits.

Moreover, the tutors employed explicit teaching of metacognitive strategies, particularly making predictions, summarizing, questioning, and inferencing. Camino et al. (2025) demonstrated that multisensory and explicit comprehension strategies significantly improved learners' comprehension. Similarly, De Los Santos and Padua (2024) found that metacognitive strategy instruction enhanced inferential and evaluative comprehension among junior high students. Ligpitan et al. (2025) emphasized that interactive strategies and questioning techniques promoted deeper textual understanding. Furthermore, Velasco (2023) noted that direct teaching of comprehension strategies, when combined with reflective questioning, improved both decoding and critical reading performance. These

findings validate the effectiveness of explicit instruction of comprehension strategies in improving students' overall reading achievement.

Additionally, the tutors did not deliver the series of learning enhancement activities in English-only instruction but used translanguaging to augment students' understanding of the text. This approach created a bridge between the learners' linguistic backgrounds and the target language, reducing reading anxiety and improving comprehension. Velasco (2025) found that the use of translanguaging strategies in implementing the mother tongue-based multilingual education (MTB-MLE) policy strengthened comprehension and participation among learners.

Similarly, Berame et al. (2023) revealed that indigenous learners benefited greatly from the use of their native language, which fostered inclusivity and conceptual clarity. Bularon (2025) also reported that mother-tongue instruction enhanced learners' academic performance in both Filipino and English subjects. Bilingual instructional delivery helps overcome language barriers that impede reading comprehension in multilingual classrooms (Tupas, 2022). Thus, the use of bilingual and mother-tongue-based support in reading instruction responds effectively to the linguistic realities of Filipino learners.

Likewise, the tutors used schema-boosting methodologies such as explicit vocabulary building, pre-reading discussions of context, and selected texts that relate to students' backgrounds to frame the lesson within their worldviews and according to their level of understanding. Mejala (2024) found that early reading interventions that activated background knowledge and vocabulary awareness enhanced comprehension among learners. Ligpitan et al. (2025) also highlighted that reading interventions connected to learners' life experiences resulted in better vocabulary retention and text understanding. Bautista (2023) emphasized that contextualized texts and vocabulary scaffolding increased reading fluency and meaning making. Likewise, Espina and Galvez (2022) noted that schema activation through picture-based storytelling improved comprehension among struggling readers. Hence, schema-boosting methodologies effectively bridged the gap between learners' existing knowledge and new textual information.

Lastly, the tutors used various forms of instructional materials such as flashcards, printed stories, pictures, varied reading texts, bingo cards (vocabulary), PowerPoint presentations, and films to motivate and engage the students in the reading lesson. Variation in instructional resources has been proven to be effective in enhancing student performance. Ligpitan et al. (2025) reported that the use of the TechPlay Fusion strategy, which integrated interactive and digital materials, significantly improved learners' reading comprehension and engagement.

Camino et al. (2025) found that multisensory instruction combining tactile, visual, and auditory materials enhanced comprehension more than text-based learning. Similarly, Ocampo (2023) emphasized that the use of gamified and multimodal instructional resources maintained learners' attention and motivation. Esteban et al. (2024) further pointed out that integrating varied materials and digital tools

sustains learner engagement and supports differentiated instruction. These studies substantiate the observed positive outcomes of using a variety of instructional materials in enhancing reading proficiency.

6. Conclusion

This research paper evaluated the observed short-term impact of the Extension-Based Learning Enhancement Program on English reading skills of struggling intermediate elementary pupils. The results underscored that the extension-based learning enhancement program on English reading skills as learning intervention demonstrated significant effectiveness in addressing reading challenges and in improving the language performance of the students who had been subjected to the pre-experimental community engagement setup. The learners and teachers appreciated the features of the learning intervention such as individualized and small-group interventions, regular feedback and monitoring, explicit comprehension strategy instruction, bilingual or mother-tongue-based support, schema-boosting methodologies, and the use of varied instructional materials.

These elements not only cultivated motivation, confidence, and collaboration but also strengthened the learners' capacity to engage meaningfully with texts. The alignment of these strategies with evidence-based literacy practices validated the potential of extension-driven learning interventions as powerful tools for improving reading skills, especially among marginalized learners. Nevertheless, owing to biases associated with a pre-experimental research design, a more controlled experimental setup may be considered by future researchers to manipulate the variables of the study, as well as the confounding variables that may affect the generalizability of the experimental results.

Future studies may further explore the sustained impact of such comprehensive interventions by examining improvements in reading performance when respondents are grouped according to demographic variables such as socioeconomic background, gender, linguistic profile, parents' educational background, and parental involvement. This approach could provide a deeper understanding of differential outcomes and help refine future literacy programs to be more targeted and responsive. Longitudinal tracking of reading progress may also reveal how interventions influence learners' motivation, self-efficacy, and metacognitive awareness over time, contributing to a more holistic picture of literacy development within community-based educational contexts.

7. Acknowledgment

The researcher only used Grammarly as editing tool to ensure the grammaticality of the manuscript.

8. References

- Abad, R. R. (2022). The perceived challenges in reading of learners: Basis for school reading programs. *Open Journal of Social Sciences*, 10(5), 183–200. <https://doi.org/10.4236/jss.2022.105013>
- Abdelhalim, S. M. (2017). Developing EFL students' reading comprehension and reading engagement: Effects of a proposed instructional strategy. *Theory and Practice in Language Studies*, 7(1), 37–47. <https://doi.org/10.17507/tpls.0701.05>

- Abdelrahman, M. S. H. B., & Bsharah, M. S. (2014). The effect of speed reading strategies on developing reading comprehension among the 2nd secondary students in English language. *English Language Teaching*, 7(6), 168–177. <https://doi.org/10.5539/elt.v7n6p168>
- Agbayani, J. P., & Naoe, R. (2022). Alphabet knowledge of kindergarten pupils through the lens of teachers. *International Journal of Research Publications*, 110, 1–7. <https://doi.org/10.47119/IJRP1001101920223594>
- Agrawal, A. K., & Gupta, T. C. (2023). The role of extension activities in higher education: A comprehensive analysis. *European Economic Letters* 13(3), 1621-1623. <https://doi.org/10.52783/eel.v13i3.470>
- Alghonaim, A. S. (2020). Impact of related activities on reading comprehension of EFL students. *English Language Teaching*, 13(4), 15–25. <https://doi.org/10.5539/elt.v13n4p15>
- Alimonsurin, A., & Corlet, D. (2025). Evaluating the impact of an extension-based capability enhancement program on teachers' professional growth and action research perspectives. *Diversitas Journal* 10(3), 1216-1236. <https://doi.org/10.48017/dj.v10i3.3454>
- Allington, R. L., & McGill-Franzen, A. E. (Eds.). (2018). *Summer reading: Closing the rich/poor reading achievement gap* (2nd ed.). Teachers College Press. ERIC+2tccpress.com+2
- Almerino, P. M., Ocampo, D., & De Guzman, M. (2022). Differentiated and peer-assisted learning strategies for improving literacy in the Philippines. *Asia Pacific Journal of Education, Arts and Sciences*, 9(2), 45–55.
- Alonzo, A. A., & Monterola, S. L. (2023). Collaborative small-group learning and reading fluency among elementary pupils in Iloilo. *Philippine Journal of Educational Research and Development*, 32(1), 60–78.
- Aquino, J. B., & Cruz, N. G. (2021). Thematic directed reading lessons and listening comprehension among Filipino struggling readers in a community-based reading program. *Asian Journal of English Language Studies*, 9(1), 162–181. <https://doi.org/10.37136/ajels.2021.9.1.8923>
- Archibald, L. M. D., Davison, C., Kuiack, A., Doytchinova, S., King, C., Shore-Reid, D., Cook, P., & Vollebregt, M. (2023). Comparing community-based reading interventions for middle school children with learning disabilities: Possible order effects when emphasizing skills or reasoning. *Frontiers in Education*, 8. <https://doi.org/10.3389/educ.2023.1104945>
- Bautista, M. L. (2023). Contextualized vocabulary instruction and reading fluency among struggling Filipino readers. *International Journal of Literacy Studies*, 5(2), 89–103.
- Berame, J. S., Mercado, R. L., & Bulay, M. L. (2023). Implementation of *Sinaka* mother tongue-based multilingual education in indigenous peoples' education curriculum: A qualitative study. *American Journal of Education and Technology*, 2(1), 52–59. <https://doi.org/10.54536/ajet.v2i1.1152>
- Buelvas, H. G. P. (2024). Enhancing reading skills through scaffolding strategies in eighth-grade EFL students. *HOW*, 31(2), 70–88. <https://doi.org/10.19183/how.31.2.787>
- Bularon, E. D. (2025). Mother tongue-based instruction: Effects on learners' performance. *Spring Journal of Arts, Humanities and Social Sciences*, 4(2), 47–54. <https://doi.org/10.55559/sjahss.v4i2.472>
- Camino, M. C., Laro, B. A., Reyes, C. A. T., & Pingot, L. P. S. (2025). Enhancing reading comprehension in Filipino among Grade 3 learners through the multisensory approach. *Asian Journal of Education and Social Studies*, 51(8), 281–303. <https://doi.org/10.9734/ajess/2025/v51i82241>
- Capodiec, A., Cornoldi, C., Doerr, E., Bertolo, L., & Carretti, B. (2020). The use of new technologies for improving reading comprehension. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.00751>

- Carter, J., Podpadec, T., Pillay, P., Babayiğit, S., & Gazu, K. A. (2024). A systematic review of the effectiveness of reading comprehension interventions in the South African multilingual context. *Educational Research and Evaluation*, 29(1-2), 69-103. <https://doi.org/10.1080/13803611.2024.2314522>
- Çetinkaya, F. Ç., Ateş, S., & Yıldırım, K. (2019). Effects of interactive book reading activities on improvement of elementary school students' reading skills. *International Journal of Progressive Education*, 15(3), 180-193. <https://doi.org/10.29329/ijpe.2019.193.13>
- Contaio, M. R. (2003). *The effectiveness of the extension program of the University of Northern Philippines* (Unpublished master's thesis). University of Northern Philippines, Vigan City. vector.unp.edu.ph+2irmjcr.scholarsworld.net+2
- Corpuz, D. A., Time, M. J. C., & Afalla, B. T. (2022). Empowering the community through the extension services of a teacher education institution in the Philippines. *Cogent Education*, 9(1). <https://doi.org/10.1080/2331186X.2022.2149225>
- De Guzman, A., & Tan, E. (2007). Understanding the essence of scholarship from the lived experiences of a select group of outstanding Filipino researchers. *Educational Research Journal* 22 (1), 49-68.
- De Los Santos, K. J., & Padua, M. C. (2024). Metacognitive reading strategies and reading comprehension among junior high school students. *Journal of Education and Practice*, 15(3), 145-159.
- Denton, C. A., Hall, C., Cho, E., Cannon, G., Scammacca, N., & Wanzek, J. (2021). A meta-analysis of the effects of foundational skills and multicomponent reading interventions on reading comprehension for primary-grade students. *Learning and Individual Differences*, 93, Article 102062. <https://doi.org/10.1016/j.lindif.2021.102062>
- Elladora, S. M. M., & Dioso, E. D. (2023). An experimental study on the reading enhancement program and literary competence of the Grade 7 students. *EPRA International Journal of Environmental Economics, Commerce and Educational Management*, 10(8), 45-54. <https://doi.org/10.36713/epra0414> Zenodo+2EPRA Journals+2
- Espina, A. F., & Galvez, R. J. (2022). Schema activation through picture-based storytelling among struggling readers. *Philippine ESL Journal*, 30(2), 120-137.
- Esteban, A. J., Calang, K., & Pagador, P. M. E. (2024). A review of practices and digital technology integration in reading instruction and suggestions for the Philippines. *International Journal of Evaluation and Research in Education*, 13(6), 3663-3672.
- Estioco, P. A. (2023). Revisiting Filipino pupils' reading ability post-pandemic: Basis for a remediation program. *International Journal of Multidisciplinary Research and Analytical Prowess*, 5(8), 61-68.
- Farstrup, A. E. E., & Samuels, S. J. E. (2022). *What research has to say about reading instruction* (3rd ed.). ERIC document ED463539. <https://eric.ed.gov/?id=ED463539>
- Federe, R. M., Gomomid, H., Jose, J., & Genelza, G. G. (2023). Assessing the comprehension of the students in Philippine fable short stories: Basis for an intervention program. *Journal of Languages, Linguistics, and Literary Studies*, 3(1), 37-46. <https://doi.org/10.57040/jlls.v3i1.336>
- Fernandes, M. T. (2023). Interdisciplinary extension program in teaching: Challenges, possibilities, and unexpected situations. *Acta Scientiae* 25(6), 396-423. <https://doi.org/10.17648/acta.scientiae.7983>
- Figuerres, O. B. (2011). The reading literacy extension program of the University of Northern Philippines. *JNP Research Journal*, 20, 57-78.
- Firman, E. (2020). Reading in action: The effect of collaborative strategies toward students' learning activities and reading comprehension. *Jo-ELT (Journal of English Language Teaching)*, 4(2), 143-154. <https://doi.org/10.33394/jo-elt.v4i2.2444>

- Gedik, O., & Akyol, H. (2022). Reading difficulty and development of fluent reading skills: Action research. *International Journal of Progressive Education* 18(1), 22-41. <https://doi.org/10.29329/ijpe.2022.426.2>
- Gilakjani, A. P., & Sabouri, N. B. (2016). How can students improve their reading comprehension skills? *Journal of Studies in Education*, 6(2), 229-242. <https://doi.org/10.5296/jse.v6i2.9201>
- Gorsuch, G., Taguchi, E., & Umehara, H. (2015). Repeated reading for Japanese language learners: Effects on reading speed, comprehension, and comprehension strategies. *The Reading Matrix: An International Online Journal*, 15(2), 18-44.
- Idulog, M. V. A., & Agbayani, J. P. (2023). Filipino students' reading abilities: A note on the challenges and potential areas for improvement. *International Journal of Education and Teaching Zone*, 2(2), 10-18.
- Imbaquingo, A., & Cárdenas, J. (2023). Project-based learning as a methodology to improve reading and comprehension skills in the English language. *Education Sciences*, 13(6), 587. <https://doi.org/10.3390/educsci13060587>
- Ismail, N. M., & Tawalbeh, T. I. (2014). Effectiveness of a metacognitive reading strategies program for improving low-achieving EFL readers. *International Education Studies*, 8(1), 71-83. <https://doi.org/10.5539/ies.v8n1p71>
- Jiang X. (2016). The role of oral reading fluency in ESL reading comprehension among learners of different first language backgrounds. *The Reading Matrix: An International Online Journal*, 16(2), 227-242.
- Jingblad, J., & Johansson, H. (2017). *How to create an environment in which students are self-motivated to read fiction in English in the ESL classroom: A quantitative study from students' point of view analyzed with the self-determination theory* [Bachelor's thesis, University of Gävle]. DiVA Portal. <https://www.diva-portal.org/smash/get/diva2:1119055/FULLTEXT01.pdf>
- Jumao-as, J., Fuentes, J. L., Lacar, L., Fuertes, G. J., Erag, C., & Tagaylo, C. (2025). Reading remediation program and Grade 4 pupils' reading comprehension. *Asian Journal of Education and Social Studies*, 51(6), 365-377. <https://doi.org/10.9734/ajess/2025/v51i62000>
- Ladeño, K. C. F., DelRosario, L., Tabunda, D., DeCastro, L., Buhain, V., & Cainglet, R. (2025). Lived experiences of Filipino teachers in developing reading skills among secondary students in public schools. *SciMatic Journal*, 10(1).
- Lagdaan, J. L., & Sevilla, M. G. (2025). Review of empirical studies on literacy intervention programs in Philippine basic education. *Asia Pacific Journal of Research in Education*, 12(1), 55-72.
- Lamsen, M. E. (2023). Pupils' reading achievement and innovative reading strategies: Basis for enhanced implementation of school reading program. *International Journal of Research Publications*, 124(1). <https://doi.org/10.47119/ijrp1001241520234893>
- Ligpitan, N. M. V., Pasilan, M. M., Tolentino, A. M., & Hipolito, Y. E. (2025). Improving Grade 5 learners' reading comprehension skills through TechPlay Fusion Strategy. *Southeast Asian Journal of Agriculture and Allied Sciences*, 4(1), 1-12. <https://doi.org/10.63943/sajaas.vol4iss1art33pp1-12>
- Ma'youf, N. A., & Aburezeq, I. M. (2022). The effectiveness of differentiated teaching strategy in developing reading comprehension skills of fourth-grade students in the United Arab Emirates. *Theory and Practice in Language Studies*, 12(1), 17-27. <https://doi.org/10.17507/tpls.1201.03>
- Mabborang, R. C., & Balero, M. S. (2023). Exploring factors affecting reading comprehension skills: A quasi-experimental study on academic track strands, learning modalities, and gender. *American Journal of Educational Research*, 11(9), 545-554. <https://doi.org/10.12691/education-11-9-2>

- Mejala, J. R. (2024). Early language reading interventions and reading skills of elementary Grade One pupils in Zambales, Philippines. *International Journal of Multidisciplinary: Applied Business and Education Research*, 5(3), 829–837. <https://doi.org/10.11594/ijmaber.05.03.08>
- Morrow, L. M., & Gambrell, L. B. (2018, November 21). *Best practices in literacy instruction* (6th ed.). ERIC. <https://eric.ed.gov/?id=ED593695>
- Mousavian, S., & Siahpoosh, H. (2018). The effects of vocabulary pre-teaching and pre-questioning on intermediate Iranian EFL learners' reading comprehension ability. *International Journal of Applied Linguistics & English Literature*, 7(2), 58–66. <https://doi.org/10.7575/aiac.ijalel.v7n2p58>
- National Reading Panel. (2021). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. ERIC. <https://eric.ed.gov/?id=ED444126>
- Ness, M. K. (2016). Reading comprehension strategies in secondary content area classrooms: Teacher use of and attitudes towards reading comprehension instruction. *Reading Horizons: A Journal of Literacy and Language Arts*, 49(2), 5–17.
- Ocampo, A. P. (2023). Gamified literacy instruction and engagement in reading among elementary learners. *Philippine Journal of Language and Education*, 7(1), 88–104.
- Organization for Economic Co-operation and Development (OECD). (2022). *PISA 2022 results (Volume I): The state of learning and equity in education*. OECD Publishing. https://www.oecd.org/en/publications/pisa-2022-results-volume-i_53f23881-en/full-report.html
- Pajung, E. N., et al. (2024). Negative implications of workload among teachers: A systematic literature review. *Human Resource Management*, 3(1), 1–10.
- Po, L., Ersando, D. F. L., Ersando, M. J., Homecillo, D., Quitara, F., Amaquin, M. J., Quezon, A., Balanay, M. Z., & Mascardo, R. (2025). Leveraging tiered instruction strategy to enhance reading comprehension and quality education: Action research among early elementary learners in the Philippines. *Recoletos Multidisciplinary Research Journal*, 13(2), 35–42. <https://doi.org/10.32871/rmrj2513.02.05>
- Protacio, M. S. (2017). A case study exploring the reading engagement of middle grades English learners. *RMLE Online*, 40(3), 1–17. <https://doi.org/10.1080/19404476.2017.1280586>
- Rafanan, J. A., & Raymundo, J. L. (2024). Impact of customized reading remediation and intervention in reading fluency of high school students. *International Journal of Linguistics, Literature and Translation*, 7(7), 66–74. <https://doi.org/10.32996/ijllt.2024.7.7.8>
- Rastegar, M., Kermani, E. M., & Khabir, M. (2017). The relationship between metacognitive reading strategies uses and reading comprehension achievement of EFL learners. *Open Journal of Modern Linguistics*, 7(2), 65–74. <https://doi.org/10.4236/ojml.2017.72006>
- Roberts, G. J., Capin, P., Roberts, G., Miciak, J., Quinn, J. M., & Vaughn, S. (2018). Examining the effects of after-school reading interventions for upper elementary struggling readers. *Remedial and Special Education*, 39(3), 131–143. <https://doi.org/10.1177/0741932517750818>
- Roomy, M. A., & Alhawsawi, S. (2019). Understanding reading strategies of EFL Saudi students. *English Language Teaching*, 12(6), 33. <https://doi.org/10.5539/elt.v12n6p33>
- Saet, P., & Cabansag, J. (2024). Language performance in English and test anxiety among pre-service education students. *Isabela State University (ISU) Linker Journal: Journal of Education, Social Sciences, and Allied Health* 1(1), 62–74. <https://doi.org/10.65141/jessah.v1i1.n6>

- Saleh, A. H. A. E. (2021). The effectiveness of differentiated instruction in improving Bahraini EFL secondary school students' reading comprehension skills. *REiLA Journal of Research and Innovation in Language*, 3(2), 135-145. <https://doi.org/10.31849/reila.v3i2.6816>
- Serafica, A. S., et al. (2024). Teaching reading strategies and challenges in the new normal: Context of a school district in northern Luzon. *Research and Education*, 3(1), 1-13.
- Sigmundsson, H., Thórsdóttir, H. S., Njálsdóttir, H. R., & Hjaltalín, S. T. (2022). Reading: From the simple to the complex. *Brain Sciences*, 12(12), 1670. <https://doi.org/10.3390/brainsci12121670>
- Swan, C. K. (2015). *Effects of online reading strategies and learning styles on reading comprehension of Malaysian tertiary ESL learners* (Doctoral dissertation, Universiti Putra Malaysia).
- Tejida, V. J., & Raymundo, J. L. (2025). Comparative analysis of metacognitive reading strategies of freshmen students. *GLENS: Global English Insights Journal*, 2(2), 58-73. <https://doi.org/10.61220/glens.v2i2.830>
- Tupas, T. R. F. (2022). Translanguaging practices and reading comprehension among bilingual learners in Philippine classrooms. *Journal of Language and Literacy Education*, 18(2), 202-220.
- Velasco, J. M. (2025). The interplay between language ideologies and MTB-MLE policy implementation: Translanguaging in classroom practice. *Philippine ESL Journal*, 35(1), 55-73.